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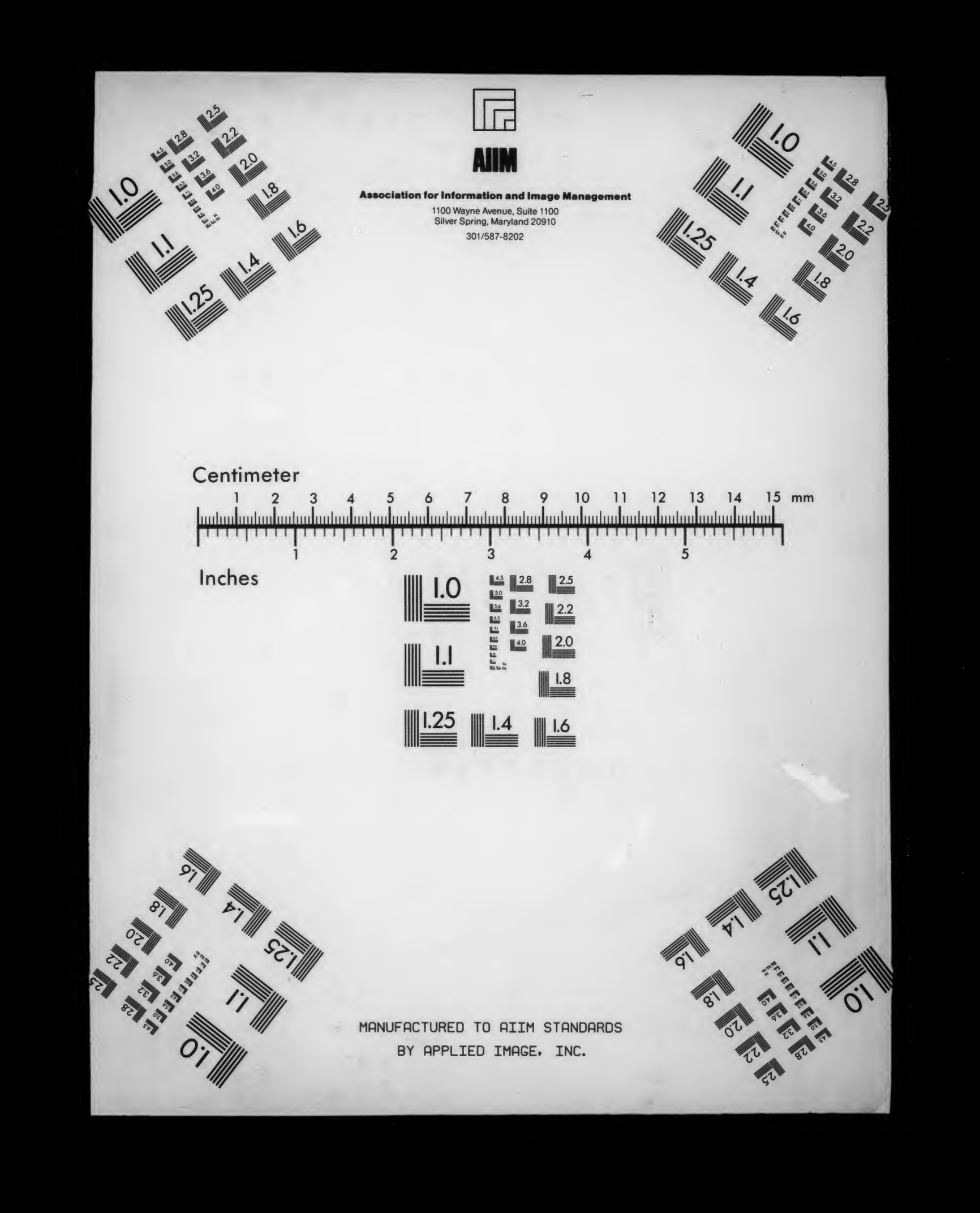
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THE

THREE PRONUNCIATIONS

OF

LATIN:

THE CLAIMS OF EACH PRESENTED,
AND
SPECIAL REASONS GIVEN FOR THE USE OF THE
ENGLISH MODE.

BY

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COLUMBIA, MO.

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PREFACE.

For more than a score of years my time has been spent in the class-room in the department of Latin. Thousands of young men, within the period named, have received their training, to some extent at least, at my hands. Many of these, in their labors as teachers, have under their care the ancient languages. Inquiries as to methods of teaching and pronunciation have become so frequent as to call for the publication of an article which might be sent to those interested, and a correspondence be thus avoided, which might otherwise prove burdensome. This state of facts will, in large part, explain the origin and elementary character of this discussion.

It is natural, too, that persons engaged in teaching, adopting to some extent the modes of former instructors, should wish to know somewhat fully the reasons which influenced those instructors in the course they were pleased to pursue.*

The first edition of "The Three Pronuncia-

* First edition.

111334

TIONS OF LATIN" has been exhausted for some months past. The present enlarged edition has been brought out, to a very considerable extent, from the influence of teachers and scholars in various parts of our country, whose letters on the subject manifest deep interest in the pronunciation of the Latin tongue. The hope is indulged, therefore, that the work, in the form now offered, may not only tend to answer inquiries alluded to above, but also that it may not be unacceptable to teachers in general, who are engaged in giving instructions in this department of study.*

* Second edition.

PREFACE TO THE THIRD EDITION.

PUBLISHING a new edition has furnished an opportunity to make some improvement in this work which, through the kindness of scholars and teachers throughout our country, seems, for a third time, to be in demand.

The following points in the new edition may be noticed: 1. Much new matter that may be deemed of great value has been added; 2. For convenience of reference, the book has been thrown into sections, which have been numbered; 3. Some errors which found their way into the second edition have been corrected; 4. As teachers manifest a desire to use the work as a text-book, an attempt has been made to adapt it more perfectly to class-room work; 5. The statistics of American institutions have, as far as possible, been brought down to date, though little change has occurred in five years past; 6. The latest information touching Latin pronunciation in England has been embodied.

The author takes pleasure in acknowledging special indebtedness to S. S. Laws, LL. D., President of

the University of the State of Missouri, whose inventive genius, vast erudition, and great executive ability, rank him among the first men of his day, and whose friendship for a quarter of a century the writer esteems one of the great blessings of his life. Had it not been for the encouragement given by this distinguished educator, the present unpretending work, and larger works which may soon follow, might never have been undertaken. Sincere thanks are due the eminent Cambridge (England) scholar, E. R. Humphreys, LL. D., now of Boston, a gentleman deservedly celebrated for his thorough preparation of students for the American and English universities; a gentleman, too, who has done high honor both to his native and also to his adopted country. Most valuable suggestions and materials have been furnished by some of my colleagues in the university faculty, more especially by Professor J. S. Blackwell, Ph. D., of the chair of Oriental and Modern Languages; by Professor D. R. McAnally, A. M., of the chair of English Literature; and by Professor J. C. Jones, A. M., assistant in the Ancient Languages. Cordial thanks are rendered to many scholars throughout the country for their kind interest in the work. In the course of this third edition I have taken the liberty of making brief appropriations from correspondents, with proper acknowledgments.

M. M. FISHER.

COLUMBIA, MISSOURI, *July 2, 1884.*

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THE

THREE PRONUNCIATIONS OF LATIN.

CHAPTER I.

THE THREE PRONUNCIATIONS.

THERE are three methods of pronouncing Latin in use in the United States, all of which are regarded as scholarly—viz., the *Continental*, the *Roman*, and the *English*.

THE CONTINENTAL METHOD.*

1. Among the nations of Continental Europe there are great diversities in the pronunciation of Latin, each one pronouncing according to the analogy of its own language. For a fuller discussion of this method, see Chapter II. This system, as usually taught in America, differs widely from every variety of the Continental, as taught on the Continent of Europe.

* Professor Harkness (p. 8, "Standard Grammar") says that the Continental, as adopted in this country, takes the Roman pronunciation of vowels and diphthongs and the English pronunciation of the consonants. In a foot-note he says: "Though the pronunciation of the consonants varies somewhat in different institutions." Might not the same statement be made of the diphthongs, and especially of *oe*? Does the Continental in American institutions give the sound of *oi* in *coin* to the diphthong *oe*?—*Grammar*, sections 5, 6, 13.

2. The vowel sounds alone, or as heard at the end of a syllable, are given in the following table:

VOWELS.

Long.	*Short.*
ā = a in father.	ă = a in hat.
ē = ey in they.	ĕ = e in met.
ī = i in machine.	ĭ = i in sit.
ō = o in go.	ŏ = o in not.
ū = u in rule.	ŭ = in tub.

DIPHTHONGS.

ae = ey in they.	oe = ey in they.
au = ou in our.	eu = eu in feud.
ei = i in ice.	

A and *e* have the same sound in all situations.

The vowels *i*, *o*, and *u* are modified when followed by a consonant in the same syllable, and the sound is the same whether the vowel is long or short. For instance:

i in mĭttĭt = i in sit. o in poterat = o in not.
u in frŭctŭs = u in tub.

THE CONSONANTS.

3. These are sounded in the main as in English.

C and *g* are hard = *c* in cat and *g* in got, before *a*, *o*, and *u*.

But *c* = *s*, and *g* = *j* before *e*, *i*, *y*, *ae* and *oe*.

S invariably has the hissing sound, and never that of *z*.

This view of the Continental System is substantially that given in the Grammar of Bullions and

Morris, edition of 1869. See also King's "Latin Pronunciation," 1880.

ROMAN METHOD.

This is called by some the Latin Method; by others, the Restored, or the Reformed Method; and by others still, the Phonetic Method.

4. Its leading features are as follows:

SOUNDS OF THE VOWELS.

ā = a in father.	ō = o in bone, tone.
ē = e in prey.	ū = u in rude.
ī = i in caprice, ravine.	y = u in sûr (French).

Y is found only in Greek words, and it was sounded as an intermediate between the *u* and the *i*.

The short vowels differed from the long, not in the *quality* of the sound, but only in being *less prolonged*. The true theory of this method is that the vowels had but *one* sound.

Scholars * who attempt to represent the short vowels by English equivalents, do it thus:

ă = a in past.	ŏ = o in obey.
ĕ = e in pet.†	ŭ = u in pull.
ĭ = i in pit, or ratify. ‡	y = u in sur (French).*

To sound *y*, put the mouth in the *oo* position, and say, *ee*.

---

* Gildersleeve, on page 8 of his Grammar, edition of 1877, remarks: "The short sounds are only less prolonged in pronunciation than the long sounds, and have no exact English equivalents."

† "*e* in *met*, lengthened" (Roby).

‡ "*ei* in *deceit*" (Haldeman).

* "*y* as Ger. *ü*, but inclining to *i*—e. g., *Müller*, which is nearer to Miller than Muller" (Roby).

DIPHTHONGS.

5. In pronouncing diphthongs, let each vowel have its own sound. Let the utterance be rapid.

ae = aye = English i.
au = ou in our.
ei = ei in rein.
eu = eh-oo ; or ew in few.
oe = oi in coil.
ui = ui in *suite*, or = we (oo-ee).

Scholars do not agree as to the sounds of some of the diphthongs. This is especially true of *ae* and *oe*.

Roby says *æ* = *a* in *bat* (lengthened), or *bath*.
Blair says *æ* = *ai* in *lair*, or *a* in *late*.
Harkness says *æ* = *aye* = English *i*.
Gildersleeve says *æ* = *æ* in *Græme* = *a* in *fame*.
Blair gives *oe* = *o* in *world* or *i* in *whirl*.
Gildersleeve, *oe* = *ae* in *Graeme* = *a* in *fame*.
Harkness, *oe* = *oi* in *coin* = *oi* in *coil*.
Haldeman, *oe* = vowel sound in *showy ;*

and says: "If *showy* and *clayey* were monosyllables, they would contain the Latin OE and EI." Among others, he quotes these two lines from "Living Latin":

> "To these we add that English words like *showy*
> Contain the Portuguese and Latin OE."

CONSONANTS.

6. The consonants are pronounced as in English, with seven exceptions :

c = k.
g = g in get.
j = y; jam = yam.
s = s in so.
t is hard ; = t in hat.
v = w in wine ; *vici* = wee-kee.*
r must be trilled ; = r in ferry.

* Those who desire to investigate this method further may consult chapters iii, iv, and v, of this work; also Corssen's "Ueber Aussprache, Vokalismus und Betonung der Lateinischen Sprache"; Roby's "Latin Grammar," vol. i; "Syllabus of Latin Pronunciation," by Professors Munro and Palmer; Haldeman's "Latin Pronunciation"; Blair's "Latin Pronunciation"; J. F. Richardson's "Roman Orthoëpy"; "Some Practical Hints on the Quantitative Pronunciation of Latin," A. J. Ellis; King's "Latin Pronunciation." On the letter *y*, see Roby, vol. i, pp. xliii–lii, 1, chap. iv.

There are no silent letters ; *psallo*, *p* and *s* are both sounded. Consult the grammars of Bartholomew and Gildersleeve.

ENGLISH METHOD.

7. By this method the letters are sounded as in English. In other words, every Latin word is pronounced as the same combination of letters would be in English. This is the general and fundamental principle underlying the system. The above rule is believed to be all that is needed for practical purposes by English-speaking students.

Those who desire to handle the subject with critical accuracy would do well to fix attention on the following particulars :

I. Quantity of the Penult.
II. The accented syllables.
III. The division of words into syllables.

8. I. The Penult of a word is the last syllable but one ; the Antepenult is the last but two. In the grammars commonly used throughout the country, long vowels are marked as *nōs* and short vowels as *ăd*, except when the following rules can be applied :

a. A vowel before another vowel, or a diphthong, or the letter *h*, is *short ;* as, *u* in *tua*, *i* in *mihi*.

b. A vowel before *j*, *x*, *z*, or any two consonant

sounds, except the last be *l* or *r*, is *long;* as, *e* in *rexit*, *a* in *magna*, *o* in *Troja*.

c. A vowel before a mute followed by *l* or *r* is *common;* as, *a* in *ăgri*.

The marks in ordinary use, or the application of the rules just given, will enable the student to determine the quantity of the Penult.

9. II. In words of two syllables the Penult is always accented, no matter what the length may be; as, *pŭ'-ĕr*, *vō'-lo*. In words of more than two syllables, the Penult, if *long*, is accented; if the Penult is *short*, the Antepenult is accented; as, *mēn-dī'-cŭs*, *rūs'-tĭ-cŭs*, *dŏm'-ĭ-nŭs*, *vŏl'-ŭ-crĭs*.

There are three exceptions to the rule given:

1. Genitives of the Second Declension in *ī* for *ii*, and Vocatives of the same Declension in *ī* for *ĭĕ*, accent a short Penult; as *in-gĕ'-nī* for *in-gĕ'-nĭī*; *Vir-gĭ'-lī* for *Vir-gĭl'-i-ĕ*.

2. *Fă'-cio* retains its own accent when compounded with any word except a preposition; as, *com-mŏn-ĕ-fă'-cit*.

3. A short final syllable followed by an enclitic receives the accent; as, *quiă'-nĕ*. This last exception applies to all three systems of pronunciation.

Here we must be allowed to dissent from the rule laid down by nearly all grammarians—namely, that a short syllable followed by an enclitic should receive the accent; as, *primă'-quĕ*. This word would not be so pronounced if simple, and why should it be when compound? (Roby, p. 75; also Chap. XIII, Book I.)

10. III. In Latin words there are as many syllables as there are separate vowels and diphthongs.

a. A single consonant after an accented vowel must be joined to it; as, *gen'-ĕ-ri*. This law is universal, except in the Penult; after the vowel *u;* and also after *a*, *e*, and *o*, when these vowels precede a consonant followed by *e*, *i*, or *y* before another vowel; as, *ho'-ra; con-su'-li-bus; do'-ce-o, mĕ-di-ā'-tor, pa'-tri-us, mō-ne-ā'-mus*. In all these exceptions, a mute with *l* or *r* falls under the same rule as a single consonant; as, *Oe-no'-tri-a*. In *tibi* and *sibi* the consonant must be joined to the first vowels; *tib-i, sib-i*.

THE VOWELS.

11. A vowel has the long English sound:

1. When it ends a word.

In words of more than one syllable, *a* final has the sound of *a* in comma. Some scholars sound final *a* in monosyllables in the same way.

2. When it ends any syllable; as, *mī'-hī*.

In *tibi* and *sibi*, i in both syllables = i in pity.

12. DIPHTHONGS.

ae = e in mete.	oe = e in mete.
au = aw in law.	eu = eu in neuter.

Ei and oi are not often diphthongs; but when they are

ei = ei in height.	oi = oi in coin.
ui = i in kite.	

A syllable ending with a consonant has the short English sound; as, hīs = hĭss; bŏnīs = bōnĭss.

Exceptions.

1. Es final = ease; ru-pes = rū-pēz.

2. Os final = ose in dose. This applies only to plurals.

3. Post, alone or in compounds, has the long sound; but its *derivatives* the short sound.

(*a.*) When *i* follows *a*, *e*, *o*, or *y* accented and is followed by another vowel, it takes the sound of *y* in *yet*; as, *Maia* = *Mā'-ya*; *Troia* = *Trō'-ya*.

(*b.*) *A* after *qu* and followed by *dr* or *rt* is pronounced as in *quarter*.

(*c.*) Before final *r*, or *r* followed by another consonant, *e*, *i*, and *u* are sounded as in *her*, *fir*, and *purr*.

CONSONANTS.

13. The consonants in general are pronounced as in English. Attention may be given to the following points:

a. *C* and *g* are soft, like *s* and *j*, before *e*, *i*, *y*, *ae*, and *oe*; in other situations hard; as, *ce'do* = *se'-do*; *ca'do* = *ka'do*.

b. *C* before *i*, preceded by an accented vowel and followed by another vowel and also before *eu* and *yo*, after an accented vowel, takes the sound of *sh*; as, *socius* = *so-she-us*; *caduceus* = *ca-du'-she-us*.

c. *Ch* always = *k*.

d. *S* at the end of a word after *e*, *ae*, *au*, *b*, *m*, *n*, *r*, is like *z*.

e. *S* and *t* before *i*, after an accented syllable and followed by a vowel, have the sound of *sh*; *x* in the same situation takes the sound of *ksh*; as *par'tium* = *par'-she-um*; *anxius* = *ank'-she-us*.

f. *G* before *g* soft takes the soft sound; as, *ag'ger* = *aj'-jer*.

g. *X* at the beginning of a word has the sound of *z*; as, *Xan'thus* = *Zan'-thus*.

The rules given above are all that are needed for practical purposes by English-speaking students. For further information, reference may be made to "Andrews and Stoddard's Grammar" and to the "Standard Grammar" of Harkness. Strictly speaking, there are no silent letters.

14. As an example of this new or so-called Roman method, take these words from "Roby's Grammar":

exercĭtui = eks-ĕrr-kĭt-oo-ee.
nātio = nah-ti-o.
rérum = reh-room = ray-room.
fāgīs = fah-geese; a = a in father.
obscūrior = ōps-koo-ri-ōr.
scīre = skee-reh; skee-ray.
scĭscĭtari = skis-ki-tah-ree.

The same words by the English method:

exercĭtui = ĕg-zûr-sit-u-i.
nātio = nāy-she-ō.
rērum = ree-rŭm.
fāgīs = fāy-jĭs.
obscūrior = ob-sku-re-or.
scīre = sīre-y; = sī-rē.
scĭscĭtari = sĭs-si-tā-rī.

In the word obscūrior, let the second syllable be sounded like scū in obscurity.

The words given above present a fair sample of the practical labors of the class-room in the two systems.

The three systems have been concisely and, it is hoped, clearly stated, and in such manner as will afford definite information to teachers and scholars, whatever may be the mode of pronunciation adopted.

CHAPTER II.

THE CONTINENTAL SYSTEM.

15. It is very common among the advocates of the so-called Roman method of pronouncing Latin to speak of the so-called Continental system as a "*natural ally*" of the Phonetic mode; to affirm that "the united forces of the Roman and Continental methods are encroaching on the narrowing domains of the English system." Such statements may create a sympathy between the two systems, but they are not founded on fact, and their tendency is to mislead those who have not examined the subject with some care. Some ardent reformers would make the impression that if their system should prevail in England and America, then the "vexed question" would be settled, and an "international pronunciation" would at once become a reality. The truth in the case will at once make manifest the fallacy.

16. Harkness says: "Strictly speaking, there is no Continental method."* Bullions and Morris speak of it as the "so-called Continental pronunciation." These statements are in accordance with the facts. For centuries the law of nations has been for each to

* Harkness's "Standard Grammar," p. 8.

pronounce Latin after the analogy of its own tongue. As there is such variety on the Continent, some of the ablest scholars in the United States, who use the so-called Continental mode, to make the matter explicit, state that they use the sounds of the vowels and diphthongs as heard in the Italian.

17. One of the chief arguments for the adoption of what scholars strangely enough call the Continental system, has been that it would enable learned men, by means of a common pronunciation, to make themselves intelligible all over Europe. This idea of grammarians and others is founded on a misapprehension of the facts. There is not now, and there has never been, any international identity in the pronunciation of the Latin, and this is especially true of Continental Europe. There is a general agreement in the vowel sounds, but in the consonants, which make articulate speech what it is, there is very great diversity of sound. Each nation has its own phase of what American scholars term the Continental mode. There is the French phase, the Spanish phase, the Italian phase, the Hungarian phase, the Swedish phase, and the German phase; and, strange as it may seem, there are sharply defined varieties of the Continental method in use in the different German States. What has just been said is a sample of an actual state of facts as existing on the Continent at this hour. Eschenburg, on page 550 of his "Classical Literature," says:

18. "It is worthy of remark that the Frenchman, German, and Italian, in pronouncing Latin, each yields to the analogies of his own tongue. Each of them may condemn the others, while each commits

the same error, or, rather, follows in truth the *same* general *rule.*

19. "Erasmus says he was present at a levee of one of the German princes where most of the European ambassadors were present; and it was agreed that the conversation should be carried on in Latin. It was so; but you would have thought, adds he, '*that all Babel had come together.*'" All those speaking were using the Continental method. The variety among the nations on the Continent is most graphically sketched in the quotation from Eschenburg, himself among the ablest of European scholars. In the pronunciation of the vowels there may be an approximate agreement, but in the consonants there is the greatest diversity. English-speaking people furnish the only anomalous, and we must say the only humiliating, example of a great nation literally ignoring its own and seeking across the Atlantic foreign sounds with which to pronounce this grand old language. There might be reason in the thing if the Continental nations had the true pronunciation, or, putting this supposition aside, if they had even an approximate uniformity among themselves. As matters now stand, the scholar who seeks the Continental mode, without defining accurately what variety of it he wishes, is much like the rustic in his pursuit of the will-o'-the-wisp.

20. How the native tongues on the Continent pronounce Latin, after their own analogies, may be seen from a glance at the Romance languages of Southern Europe, the French, Italian, Portuguese, and Spanish, to which the Latin stands in the relation of a common progenitor. The letters *c, g, j,* and *v* will be sufficient:

FRENCH.	ITALIAN.
c = s, before e, i, and y.	c = ch in cherry, before e, i, and y.
g = s in pleasure, before e, i, and y.	g = g in gem.
j = z in azure.	j = ee in fee (a vowel).
v = v, as in English.	v = v in English.

PORTUGUESE.	SPANISH.
c = s, as in French.	c = th in pith, before e and i.
g = s, as in French.	g = ch guttural.
j = z, as in French.	j = ch guttural, before all vowels.
v = v, as in English.	v = v, as in English.

Notice the German also:

c = ts before e and i.	g = g in go.
v = f.	j = y.

21. As an example of pronunciation in the languages named, take Cicero:

French, Cicero = *Seesayro.* Italian, Cicero = *Cheechay-ro.*
Portuguese, Cicero = *See-sayro.*
Spanish, Cicero = *Thee-thayro.*
German, Cicero = *Tseet-sayro.*

22. Professor Stengel, of Columbia College, New York, in tracing the history of Latin pronunciation, notices three distinct pronunciations of the word Cicero, as prevailing in Italy, in the centuries named below:

To the sixth century, Cicero = *Kik-e-ro.*

From the sixth to the thirteenth century, Cicero = *Ziz-e-ro.*

Since the thirteenth century, Cicero = *Tshit-shero.*

23. One of the most accomplished Latinists of New England uses the following language:

"But there is no *third,* there is no Continental pronunciation—a Frenchman, an Italian, a German, a Spaniard, each pronounces Latin after a way of his own, and when teachers here say they teach the 'Continental' pronunciation, they differ in many important particulars, and are really adopting English sounds for consonants with semi-Italian vowel sounds.

24. "Either the English or the new 'Roman' is consistent with itself, no other that ever I heard from an American is. An Italian, a Frenchman, etc., is consistent when he pronounces Latin, because he does it *like his own.*

25. "When the Catholic clergy became illiterate in the Middle Ages, they learned to read their prayer-book with the pronunciation each of his own nation, and so each country got to pronouncing Latin as it did its own tongue. Now, as the Continental nations each differ from each other in pronunciation less than they do from English, an English or an American ear does not readily detect the differences, and lumps them all up as the Continental; but the Vatican Council settled that."

26. J. F. Richardson, one of the ablest of Roman Latinists, uses the following language:

"In the second place, it is an entire mistake to speak of the 'Continental method' of pronouncing Latin. There is, in fact, no common Continental system, but there are several Continental systems of Latin pronunciation—e. g., German, Italian, French, Spanish. These four agree, to be sure, substantially

in regard to the vowels; but in other important points they differ decidedly both from the English and from each other, most of the diphthongs and some of the most important consonants being sounded differently in all five. The idea, therefore, that he who combines the German vowel sounds with the English diphthongal and consonant sounds has *the* Continental system, or *any* Continental system of Latin pronunciation, is simply absurd.

27. "Of the *six* different systems of Latin pronunciation, then, prevailing in Western Europe and our own country, five are strictly *national.* Their differences find at once an origin and an explanation in the fact that the scholars of each nation have followed, in their pronunciations of Latin, the analogies of their own vernacular. In this way, while making sure of mutual disagreement, *all* have departed more or less from the true Roman method, and the whole subject has been involved in uncertainty and confusion. Meanwhile the pseudo-Continental system, destitute alike of historical dignity and scientific accuracy, and lacking even the poor support of national prejudice and pride, is powerless to mediate and compose these differences. Although it undoubtedly avoids some of the grossest absurdities peculiar to the English system, it lacks the elements which command respect, and can never establish a claim to universal adoption and use."

28. An able writer in the "Globe-Democrat," in April last, in commenting on my pamphlet on the "Three Pronunciations of Latin," says: "Mr. Fisher cites, for instance, the proper name Cicero, and shows that the Italians, the French, the Spaniards, and the

Germans differ from one another as widely as from the English. We could wish that the professor had added that of Hungary, wherein, and not exclusively in ecclesiastical affairs, Latin remained a living language after it had disappeared from general use everywhere else in Christendom. In Maria Theresa's time the deliberations of the Diet were in Latin, and within the present generation it was spoken freely in the homes of the wealthier and better educated classes. The pronunciation differed *in toto* from all those cited in the pamphlet, and it is certainly as likely to have been as nearly like that of the old Romans themselves as that of any other, not excepting the Italian or Roumanian." Whatever may be the merits of this extract in other respects, it calls attention to one exceedingly interesting fact not generally remembered, even among scholars—viz., the very recent use of the Latin as a medium of communication in Hungary.

29. It is a little remarkable that the space of time from 1700 till 1780 is called the Latin period of the Hungarian nation, in opposition to the Arpadian dynasty. Csink, in his Hungarian Grammar, makes this statement: "The Hungarian language, therefore, was banished to the home of the shepherd and agriculturist, and the Latin was introduced in schools and all public transactions. In the public meetings of the county-court halls, Latin was the language of transactions and conversations." The same author states further that in the Diet of 1790–'91, the Lower House was saluted by the Vicegerent (*locum-tenens*) Urményi in the Hungarian language, and that the House proceeded to settle upon the language to be

used in the transactions of the Diet. "It was resolved that henceforth the Hungarian language shall be received in parliamentary transactions." In the same year, 1791, the Hungarian language was introduced "into all the upper schools (gymnasium, colleges, and university)." In 1803, Nicolas Revay, Professor of Hungarian Literature at the University of Pesth, published *in Latin* his great work entitled "Antiquitates Literaturæ Hungaricæ" (Csink's Grammar, Part II, pages 18, 20, 22). Any one who will examine the first five pages of the grammar just referred to, will find that the Hungarian pronunciation of Latin, a language used in a certain sense by a whole nation in their public affairs, and also extensively in private circles, even so late as the beginning of the present century, was quite as peculiar to the nation in question as any one of the five modern tongues before mentioned.

30. Before passing to the next point, let attention be carefully fixed on several facts indisputably settled: 1. That no phase of the Continental system of Europe professes to be the true ancient pronunciation; 2. That no two of them agree in the sounds of the consonants; 3. That the so-called Roman pronunciation does not agree with a single one of them in either vowels or consonants—as, for instance, Cicero, pronounced *Kee-ke-ro*, certainly differs from the French *See-say-ro*, the Italian *Chee-chay-ro*, the Spanish *Thee-thay-ro*, and the German *Tseet-say-ro*; 4. That the so-called Roman differs more widely from the Italian than from the other Romance tongues—a fact not a little significant when we remember that the Italian is spoken on the very soil rendered almost

sacred to the scholar by the hallowed memories of the Latin language; 5. That when Americans use the Continental they do not sound the consonants like any nation or tribe on the Continent of Europe. They approximate the vowel-sounds of the Continent, but almost invariably pronounce the consonants as in English. Hence the so-called Continental of America is a combination of foreign vowel-sounds with consonants uttered almost universally as in English words. Whatever the theories of teachers may be, this is a stubborn practical fact. We have in this country, therefore, the American phase of the Continental method, the conglomerate variety, differing from every other variety of that system on the globe. Bullions and Morris, in speaking of the Continental, say, "The consonants are pronounced generally as in the English language" ("Grammar," p. 6). Our college-days were spent in the use of the method of which we are speaking, and the facts, to which attention is here called, are given, with the deepest reverence for the able men at whose feet we sat when a student, and with the truest respect for the many distinguished educators who employ the system.

31. Scholars who adopt the so-called Roman mode do not regard the so-called Continental mode in the same light. For instance, Professor Miller says, "So that the Continental pronunciations are mutually intelligible." This does not agree with the quotation from Erasmus as given in section 19. Again, Professor Miller says: "Although these Continental pronunciations do not differ from each other, yet they differ widely from the English pronunciation of Latin. If our pronunciation were as good as that of the Italian or German, there would not be so much need of reform." This statement does not seem to agree with the facts given above, and certainly differs strikingly from Professor J. F. Richardson, quoted in sections 26, 27. Professor Haldeman, in concluding an able defense of the Roman mode, says, "Nevertheless, the institutions adopting the empiric English sistem, or even some Continental one, ar, under the circumstances, entitld to no consideration in the studi of English."

CHAPTER III.

ROMAN METHOD.

32. TWENTY years ago there were only two methods used in the United States, the English and the Continental, and popular favor was rather with the former. In what is called the Latin, or Reformed mode, Professor Haldeman, of the University of Pennsylvania, enjoys, and deservedly, the reputation of being the first explorer. His work was published as early as 1851. That mode now, however, is most intimately associated with the name of Corssen in Germany, and Roby in England, whose exhaustive works should be an honor to any nation. Both works have been published in the last twenty-five years. Professor Lane, of Harvard, introduced the Roman pronunciation in New England, and its introduction in the South is largely due to Professor Blair, of Hampden Sidney, Virginia, and Professor Gildersleeve, of Johns Hopkins University, Baltimore.* Whatever conquests that system has made anywhere in the world, have been achieved within the brief space of twenty years past.

33. But what does this new mode claim? It

* Ellis, Munro, and Palmer in England, and the two Richardsons in America, have written ably in favor of this system.

claims to be the genuine *Latin method*, the true ancient pronunciation *restored;* to pronounce words as they fell from the lips of Cicero, Virgil, and Horace. If this claim be well founded, then it is no new doctrine, but a very old one. Any dissent in this treatise from the opinions of others, however emphatic the dissent may be, is made with the profoundest regard for the distinguished scholars who have written in favor of the Roman method. But a system with such pretensions must abide, as it professes to do, the results of the crucible. Roby himself in his preface says, "An inquiry into practical Latin is [an inquiry] into a pronunciation which has not been uttered for the last seventeen hundred years" (p. xxx, edition of 1871). Yet many able scholars hold that they have gone back and brought down to our day a pronunciation which purports not to differ from that of Cicero "more than the pronunciation of educated men in one part of England would differ from that heard in other parts" (Roby).

On what are these claims based?

34. 1. The Latin grammarians: beginning with Varro, 64 B. C., and coming down to Priscianus Cæsariensis, who taught at Constantinople, 570 A. D. In reference to these grammarians, Professor Blair, in his introduction, says, "To whose instructions we must now turn, in order to gather by inference, and not without great care and pains, the information which might have been easily and more certainly had by spending an hour with the Roman boys in their elementary school."

2. The information gleaned from grammarians is compared with three sources of probable proof:

(*a.*) The traditions of scholars and the modern Romanic languages.

(*b.*) The Greek mode of rendering Latin sounds into their tongue. The Greeks attempted to indicate the Latin sounds as perfectly as their letters would allow.

(*c.*) The third probable proof is "the face of the language itself, as seen in its records which have been preserved to us."

For these three positions reference may be made to Professor Blair's work, one of the best yet published on this subject in America.

A source of testimony much relied on by Roman Latinists is the modern Romance languages of Southern Europe—a point which shall receive proper attention as we proceed.

35. In brief, the means relied on for ascertaining the ancient sounds are: 1. Orthography of the language; 2. Latin grammarians; 3. Traditions of scholars; 4. Representation of Latin sounds by the Greeks; 5. Pronunciation of the tongues descended from the Latin; 6. Principles of phonology in general.

36. But what kind of evidence is it upon which these lofty claims are based? The answer is, and must in the nature of the case be, "Probable evidence."

It is not at all our design in this discussion to undervalue probable or moral evidence. Far from it.

The countless facts of history, of the sciences, and of Christianity itself, rest on this kind of proof.

The human mind is so constituted as to rest with as much confidence in probable evidence of the degree

of moral certainty as in demonstrative or mathematical evidence. We do not object to the so-called Roman method * *because* its basis is moral evidence, as from the nature of the case it can admit of no other kind, but because it is destitute of that measure of evidence of this kind which would entitle it to our acceptance; and our critics who drew a contrary meaning from our words fell into very strange misapprehensions of statements designed to be plain to all —viz.:

Probable evidence presents various degrees of strength. In the lowest form, it warrants only presumption; in the highest degree, it warrants moral certainty. In the face of the conflicting opinions and difficulties to be shown hereafter, no scholar can make the least pretension that the resurrected system rests on any such basis as moral certainty. Far from it. Many points are destitute of even presumptive evidence in their support.

37. If no "accredited representative" has been heard for seventeen hundred years, we have a right to claim that these probabilities shall be to the point, and sufficiently numerous. The following is Professor Twining's way of putting the case as a Romanist:

38. "The utmost that can be said is that there must be a reasonable conformity in the indications of the

* Professor Lane, from whom Mr. Allen says, in a foot-note, that he borrowed the term "Roman method," would little fancy being made responsible for this expression. His friends know that he has always earnestly protested against it, as a "gross misnomer and barbarism."—Professor Tetlow, in "New England Journal," January 20, 1881.

several probabilities, and that they should be numerous enough to free their correspondence from the suspicion of mere coincidence" ("Western," July–August, p. 414).

39. What we object to is the hasty position taken by some enthusiastic scholars that there has already been made out even the lowest grade of probable evidence, even a mere presumption, in favor of the so-called Roman method, as an entire system, over the Continental or English, which at once decides the question, and all, *nolens volens*, must logically fall into the ranks of the Roman Latinists and flout all who dare to differ and refuse to enter their air-castles, built or unvindicated, as wanting in logic and in regard for moral evidence. Such pretensions are hasty and unwarranted. We affirm boldly and explicitly, and hold ourselves responsible to prove, that while some parts of the resurrected system, but not peculiar to it, present a plausible claim to authenticity, other and essential parts are groundless, perplexing, and improbable. Instead of the new system being established in the judgment of the classic world, as is urged in certain quarters, its ablest advocates in Europe and America concede that some of its features are wholly unsettled. And yet the men who hold this position are the very men who have the right to recognition as the leading spirits in this reform movement. As in other things, some of those who are most positive in their language are least known as classical scholars. In America, two classes of teachers use the Roman: "1. Purists; and, 2. Those needing the factitious advertisements of latest methods." These words are quoted from one of the ablest educators in our country. A man's scholarship does not depend on his phonetics.

40. We now find ourselves face to face with two or three questions which are entirely distinct: 1. Do we know the true ancient pronunciation of Latin? 2. Shall we adopt the so-called Roman system? 3. A third question also is pertinent: If the new mode rested on a universally acknowledged foundation of moral certainty, should it be adopted by English-speaking people? Most unhesitatingly and unequivocally we answer "No" to all three of these interrogations. These inquiries put the case so plainly before the reader that it is hoped no one will misunderstand it. In regard to the first inquiry, Do we know the true pronunciation? the distinguished Latinist of Yale College, Professor Thacher, in his preface to Madvig's Grammar, affirms: "How the Romans themselves pronounced their language is not known, nor can it ever be known. Scholars may not agree in opinion in respect to the extent of this ignorance; but if it were in itself very limited, pertaining, for instance, only to the sound of a single letter, it might with reason be made an objection to any attempt to imitate the original pronunciation of the language; for the number of distinct sounds is so small in such a language as the Latin or our own, that every one of them runs like a thread through every page, and constitutes an important element of it. The difficulties which attend this subject are inherent in it, are such that there is no nation in Europe, the classical scholars of which agree in claiming that they can reproduce the pronunciation of the Roman forum, or in attempting to do so." Haldeman, on page 18 of his

"Affixes to English Words," says, "The Latin alphabet is composed of the following twenty letters," naming them, and holding that only nine, B, D, F, H, N, P, Q, T, X, had the same power as in English. But suppose there is *one* sound, like the diphthong *æ* or *œ*, running "like a thread through every page," and in a multitude of words, which is not known and about which there is a variety of opinions, will any man affirm that we know the pronunciation of a language when this multitude of words contains an unknown or at least a perplexing and unsettled sound, and yet eleven unknown sounds are conceded? Let us now notice closely some of the difficulties surrounding the inquiries under discussion:

41. I. TIME.—Roby tell us that it is a "pronunciation that has not been uttered by an accredited representative" for seventeen hundred years. The task before the reformers, therefore, is to thread their way back through the phonetic labyrinth of fifty generations, and trace with accuracy the pedigree of the Latin sounds. Let it be borne clearly in mind that in the so-called Roman mode the phonetic element is absolutely *vital;* the sounds of the vowels differ in *quantity,* but never in *quality.* Haldeman holds that "a long vowel (or syllable) is twice the length of a short one, and has the same quality" ("Affixes," p. 19).

42. The difficulty here is seen and felt and confessed by scholars whose vast researches in the field of philology in the last twenty-five years have been simply amazing, and have crowned with honor the countries to which they belong. Fortunately, there is in the Hebrew language a ready and vivid illustration

of the obstacles to be overcome in determining the true pronunciation of an ancient language. Jews and Christians, of all names and all shades of belief, have stood as sleepless sentinels over this tongue of the old prophets for over eighteen centuries. But what is true to-day? There are three distinct systems of pronunciation now current among the Jews themselves, to say nothing of Gentile nations. These are the Polish, German, and Portuguese methods. Dr. Alexander Meyrowitz, of the University of Missouri, a Jew, and one of the greatest Hebrew and rabbinical scholars now living, lays down these systems in the preface to his Hebrew Grammar. Look at the illustration thus afforded:

43. "The orthodox Jew to this day, in the practice of his ritual, repeats the Hebrew prayers, salutations, and grace at meals, as he has learned them from his fathers in unbroken succession." These words are from the pen of Dr. J. S. Blackwell, Professor of Oriental and Modern Languages in the University of Missouri, and one of the most remarkable linguists of his day. In what is known among scholars as Judæo-German, or Judenteusch, the Hebrew letters are in constant use to-day.

44. The Jews, over seven millions in number, are found in every nation under heaven—clinging, too, with startling tenacity, to the customs, traditions, sacred books, and language of their fathers. In the fifth century, or at the latest in the seventh, Jewish scholars invented the vowel-points, to avoid "losing the correct pronunciation" (Conant's "Gesenius," p. 38).

45. Further still. Alongside the Hebrew stands

its cognate, the Arabic, a tongue spoken by hundreds of millions for untold generations. The Jews are everywhere, their language lives, their sacred oracles are found among every civilized people ; the cognate Arabic is spoken by perhaps a hundred millions at this hour, the vowel-signs are in every Hebrew grammar, the whole Israelitish race stands with eyes fixed on Jerusalem ; and, after all, their *ancient pronunciation has been lost.* This is a truth recognized by Jewish scholars everywhere. And this is true, while the opportunities afforded to preserve the true sounds have been, beyond all comparison, better than in either Latin or Greek. An additional item is, that the rabbinical or unpointed Hebrew has hitherto been an enigma to almost all except born Jews. A calm consideration of the admitted truthfulness of the statements just made will make manifest the tremendous hindrance in the way of finding the true pronunciation of Latin. There is one word in the Hebrew of peculiar interest. It is the one we call Jehovah. Put this word in Hebrew characters, and no Jew living can tell how it was pronounced ; and yet the anatomy of the word, as it stands before us, is complete : the phonetic element is forever lost. So the Latin words are before us in all their reality, but what Daniel will unfold the phonetic elements that have slept in silence for ages beneath those signs ?

46. The late Professor S. S. Haldeman, in his searching criticism of a previous edition of this work, in speaking of the Hebrew, says : "A point is made upon Hebrew as pronounst by Poles, Germans, and Portuguese—all Europeans unused to Semitic sounds in the vernacular. But I would rather trust those

Jewish Algerians of Paris, with Arabic signs to their shops, for altho, in their Arabic vernacular they confound dotted *ssad* and dotted *tta* (letters 15th and 17th), also *t* and *th*, yet they ar competent to giv the sounds of *aleph* (it occurs in the Wyandot pronunciation of N i a *ga* r a), *gimel*, and *ain*, upon which much of Semetic filologi rests."

47. A more complete and able reply to this criticism could not be penned than that which we now quote from our colleague and friend Professor Blackwell, to whom reference has already been made, whose ability as a Hebraist is well known both in Europe and America.

48. "The position that the Jews wherever found, whether in Europe, America, or Asia, would be the conservators of a pronunciation most nearly like the ancient, appears to me to be a sound one. If an Italian, a German, or a Frenchman emigrates to America, becomes naturalized, begets a family of children, and teaches his own mother-tongue to that family of children, I can see nothing in the character of the child's new surroundings to cause him to deviate from his parent's pronunciation and to speak his father's language in the family with a barbarous pronunciation. It would be a new dictum in philology to lay down that a new sky made it impossible for one to pronounce one's father's tongue—a dictum contradicted by the experience of those who speak English, German, French, or Arabic, under any and all conditions. Now, the Jews who emigrated to the Spanish Peninsula were exiles from Jerusalem, and those who settled in Germany and Poland were emigrants from the northern parts of Palestine ('Languages,'

in 'British Encyclopædia'). There existed an original difference between the pronunciation of the metropolis and that of Galilee. The mispronunciation of their northern neighbors was a constant source of amusement to the wags of the metropolis.

49. "The purer pronunciation of the Spanish Jews is acknowledged by the German Jews themselves (see Mannheimer's 'Hebrew Grammar'). The Jews claim that there never was a time when the sacred language of the Temple ceased to be taught in the schools of Judea, and afterward in parts of Europe. From the Babylonish captivity, when hardly a tithe of the people was deported, until the Maccabees, and under the different rules of Persians, Greeks, Egyptians, Syrians, and Romans, the studies in the law were not interrupted. Education was compulsory. 'The masters were martyred time after time, the academies were razed to the ground, the practical and the theoretical occupation with the law was proscribed on pain of death—yet in no instance is the chain of the living tradition broken' (Deutsch's 'Literary Remains,' p. 21). The earlier and the later Jews carried out into actual practice the sayings of Simon the Less, in the Mishna, that at five years the boy must study Scripture, at ten Mishna, at thirteen the Commandments, at fifteen the Talmud. The word study here means to *learn by heart* (cf. *Talmud of Babylon*, Shabbath, 63 *a*). Josephus says that at fourteen he himself was often consulted by the high-priests, so thorough was his knowledge of the law ('Life,' 2). The chief duty of the schools was to make a 'hedge to the law,' and, in order to study it alone, he was declared anathema who should teach his sons Greek letters (Talmud, *Baba Kama*, 82, 2; Sota, 49, 2). Rabbi Levi* (Sota, 21, 2) was indignant at hearing a prayer in Greek at Cæsarea. The letters of the Biblical text were counted, every feature of the written and spoken word reviewed under the pressure of but one fear—i. e., that of innovation or change.

50. "The pronunciation of a language under circumstances here briefly and imperfectly stated, is more likely to have the characteristics of its early enunciation than under any other circumstances I can imagine. If it be urged that the Italians should have, by the same argument, the ancient Roman pronunciation, I reply that the cases thus compared are not parallel. The Italians were conquered and reconquered again and again by various barbarous hordes, and they fused with their masters. The Jews would have died the most painful of deaths rather than even eat with a man who knew not the law. They never did mingle and never have mingled with the Gentiles. A parallel instance of survival of language may be found in the Sanskrit. In both cases we have a *holy* tongue, hence to be especially preserved. Now, the Sanskrit is pronounced by the nations of Europe after the mouths of the pandits of to-day, as nearly as may be, with some vowel differences, and the English have endeavored carefully to ascertain the sounds, as the Brahmans make them, of the aspirated consonants, the palatals, the linguals, and the *anusvâra*. Without the assistance of these native helpers, we should have hardly had a start in the pronunciation of that tongue, and even the after-helps of the *Prâtisâkhyas*

* Jerusalem Talmud.

could have settled nothing as to the sounds of the so-called 'cerebrals.' So the Jews are the *only* purveyors of the Hebrew pronunciation founded on a perfect phonetic system. If we reject their pronunciation of Hebrew, we have no recourse but to draw conclusions from the living and unchanging Arabic of to-day. Professor Haldeman does this for *aleph*, *gimel*, and *ayin*, and thus pays unconscious tribute to the unweakened Semitic instinct, so strong among the Jews, to preserve what has been handed down. Professor Haldeman's point as to the merging of these sounds in Hebrew is weak. They had become confused when Hebrew was a spoken language before the captivity; and, moreover, the Arab of Algiers, to whom he refers, pronounces *ayin* differently from the Bedouin of the desert. The amplitude of Semitic change is very small. The Semitic languages are inorganic.

51. "The language of the Koran, neither more nor less, with all its niceties, inflections, and desinences—not one lost or slurred over—is spoken to-day in Central and Eastern Arabia (Palgrave, p. 53).

52. "Professor Haldeman is inconsistent with himself. While implying that Jews are unsafe guides in pronouncing their own dead tongue, the professor wishes to prove the ancient pronunciation of *Caesar* by appealing to the modern Welsh *Caisar* and the German *Kaiser*. It would be as good an argument to say that we pronounce John "*Shon*," because it is so commonly pronounced by untutored Germans.

53. "And so, isolated instances are picked out from Italian and Wallachian with the hard sound of *C* to show that the Romans so pronounced it, but the

French, Portuguese, Spanish, and *usual* Italian sound of *C* go for nothing in his argument. It would be the same as to say that because we sometimes pronounce *g* as *j*, therefore the Goths so pronounced it, notwithstanding the wide diversity of its pronunciation in English, Dutch, Platt-Deutsch, and Danish. I am not arguing against the Roman method, because I believe in it, but I protest against such unscientific and childish proofs. It looks like special pleading, and indifference to truth for its own sake.

54. "I prefer to think, in view of all the facts, which I might elaborate easily and arrange in logical order and sequence if, instead of the dashing hurry of the present, time were possible to me, that the Jews, even if they do live in Europe, are not to be sneered at for having dared to hand down a Hebrew pronunciation with the best claim to preference."

55. Unquestionably, therefore, the European Jews are our best authority for the pronunciation of their sacred tongue, and yet there are among them three distinct pronunciations. If, with such tremendous advantages in favor of the preservation of the ancient pronunciation, the Jews have *lost* it, what shall be said of the Latin, in which no such favorable conditions have ever existed?

56. 2. The Manifest Difficulties of inventing a Consistent Phonetic System, even theoretically.—No proof of this is needed other than an ordinary acquaintance with the Spelling-Reform Association in America. It may be answered that the purpose of this association is to reform *orthography*, not *orthoëpy*. But, in all their schemes of reform, the essential element in the *ideal* alphabet is that each

elementary sound should have its own unvarying sign, and each sign its own unvarying sound. In all purely phonetic spelling, there is a vital and indissoluble connection between the sound and its sign. For over a quarter of a century some of our ablest scholars have given much time and great learning to the preparation of such an alphabet. What is the result? No such alphabet has been agreed on, and there are three "schemes of reform," each of which finds able advocates: 1. Some favor the use of "new signs" altogether; 2. Others, the Roman "letters with Roman values"; 3. Others still insist on "reform according to English analogies." (See March's address before the International Convention for the Amendment of Orthography, Philadelphia, 1876.)

57. Professor March says: "For my part, I do not regard it as a wild vision to imagine such an alphabet in the future. But it is obvious that any such system must win its way very slowly, first into co-ordinate use with the Roman alphabet, and, after a struggle of many generations, to its displacement; so that the improvement of our present alphabet is still to be desired while it lasts." This quotation from this distinguished scholar hints at existing obstacles, and indicates his opinion as to the best way of amending English orthography.

58. Look, again, at the various systems of stenographic signs. Those of Mr. Pitman, Bishop Wilkins, and Mr. Bell, are best known. Nobody claims that they are alike. Obviously, they are remarkably unlike, and yet all three are labored, prolonged, and learned attempts to set forth by signs the sounds of our own English. But take the system of Mr. Pitman, which has undergone such radical changes in a quarter of a century that those, I am told, who learned it then, are at sea in the use of the same system as now taught, and are reduced to the necessity of acquiring it in order to use it. Let any one follow the records of the Spelling Reform, and note the results year by year, let him examine the development of the systems of stenography and their present condition, and he will be at no loss to find difficulties in the domain of phonetics as applied to a living language.

59. But if the obstacles have proved so far insurmountable in a living language, and that, too, our own, who can affirm with positiveness, or consistency even, that, leaping over centuries, he has discovered the genuine system of phonetics slumbering in words uttered in the "Eternal City," in her glory? The question just put is at least full of suggestions.

60. Brambach is the highest authority extant on Latin orthography. He, in his introduction to Latin orthography, lays down these propositions: 1. The orthography of the Silver Age, when at its highest form-development, is the best model of modern Latinity. 2. Our Latin forms have been based on this orthography by older grammarians; to think of setting up any other as the standard would be a useless experiment. 3. We know of no earlier period of the Latin tongue so precise in the matter of forms as that which begins with Nero (Nero reigned from 54 to 68 A. D.). 4. The form of the language from Nero to Adrian (68–117 A. D.) really exhibits its fullest phonetic development (Brambach's "Orthography," p. 12). Now let it be granted that the Latin spelling was phonetic, and then examine the case presented.

1. The age of form-development is after the Golden Age, after all the great writers in common use, except Tacitus. 2. Our Latin orthography is based on a post-Augustan age. 3. The period of fullest phonetic development was between Nero and Adrian (68–117). Necessarily, therefore, we have the best orthography from 64 to 117 A. D., and of course the best exhibition of the phonetics of the Romans. But this very orthography has caused no little trouble, and the matter is not yet settled, and consequently the phonetics depending on the spelling can not possibly be determined. What becomes of Cicero, when such changes were made in orthography in a hundred years? Even if we had the spelling and phonetics of the post-Augustan age definitely fixed, there may be a serious barrier still between us and the phonetics of the Golden Age.

61. Brambach says, "At the beginning of this period (100 B. C.), the Latin language, as is frequently evidenced by the texts of these authors, was in process of a rapid development in respect to forms." With a view to distinguish the usage of these writers in the matter of pronunciation and orthography, we may divide them into three groups.

Taking the whole case as it lies before us, especially in view of the rapid changes in spelling and necessarily in the phonetics of words, as indicated above, we can see at a glance that it is no easy matter to decide how Cicero, Cæsar, and Horace pronounced Latin.

3. Notice, too, the difficulty of learning a FOREIGN LANGUAGE under the most favorable circumstances, so as to speak it accurately. Especially mastering the phonetics of any tongue not our own is beset with

difficulties peculiarly hard to overcome, and which seldom, if ever, are overcome by those who have reached adult years, even when they hear the language spoken every day for almost a lifetime. Take the French as an illustration. Look at the alphabet. It is the Roman alphabet and ours too. The sign is perfectly familiar. The sounds of some of these signs may be uttered in the ear hundreds of times with the keenest accuracy, and yet our lips refuse to produce what we hear. The fact about which we now speak is so notorious that in France it is almost impossible to find any foreigner who speaks the French *sans accent* until, it may be, after the living teacher has drilled him and French politeness has trained him for years.

62. Professor Haldeman and Professor W. G. Richardson tell us that our facilities for learning the true pronunciation of the ancient Latin are equal to those we have for learning the French in the use of books without a living teacher. Grant it.

63. But, before any argument is founded on this statement, let some American or Englishman be found who, *with books alone*, has learned to produce with accuracy and clearness, even to the standard of respectability, the phonetics of the modern French. Such a thing, it is safe to affirm, never happened. Where is the scholar who has accomplished this without the French people around him and without a master? Americans may form theories in their studies, as to French sounds, from books; but the experience of one week in Paris will reduce them to the sober conviction that they must go to work, or cease forever all their ridiculous attempts to speak the living French. The trouble is, they have never known the

real sounds of the language, and with books alone they never will know them. We candidly confess, therefore, that the position taken by the distinguished scholars named above, in regard to one of the Romance tongues, goes very far toward convincing us that finding the *true* pronunciation of the Latin, as things now are, is an impossibility. The Latin is to us, not only a foreign but a dead language—a fact that deserves to be borne in mind in the discussion of the question, "Do we know how the Romans pronounced Latin?"

64. Professor Guyot,* of Princeton, and Dr. Meyrowitz, of the University of Missouri, are two of the most able scholars in America, one a Frenchman and the other a German. With the profoundest respect for these scholars, we must be permitted to write what all personally acquainted with these gentlemen know —viz., that neither of them can utter the English sounds to perfection, though they have had years of experience in public life in the land of their adoption.

65. Does any one suppose that, either by word or book, these men, with all their vast researches, could lay down a scheme of English phonetics that would properly represent our sounds to other nations? We venture that neither of them would feel willing to undertake the task. This, again, most powerfully emphasizes the fact that acquiring the sounds of a language, under circumstances favorable to the utmost, is attended with the most serious difficulties.

66. Professor Blackwell calls attention to a mispronunciation among the Galilean Jews that is exceedingly interesting. When, in ancient times, the Galilean wished to purchase in the market אמר, he confused the gutturals and could not make the trader understand whether he wanted עֶמֶר (wool), חֶמֶר (wine), אֶמֶר (a lamb), or חֲמֹר (an ass). Note the fact that this difficulty was experienced by men who were speaking their own language.

* Deceased since the second edition was published.

67. 4. It may not be amiss to bestow a moment's time on the GREEK, a language almost universally cited by Roman Latinists, in arriving at the power of the Roman letters. Here we are liable to be misled by the fact that the Greek is a living language. Many unconsciously impose on themselves and others by thinking that, when they compare Latin and Greek letters, one term of the comparison is *known*. This is a mistake. We have lost the ancient pronunciation of the Greek, as well as the Latin. There are three pronunciations of Greek in use—the English, the modern Greek or Reuchlinian, and the Erasmian, called also the Continental. Of the second method, the modern Greek or Reuchlinian, Professor Boise, in his report to the Bureau of Education, says that, while advocated by some very eminent men, it has been adopted by very few scholars.

68. When *c* and *g* are compared with the corresponding letters in Greek, we are comparing things to us unknown, and surely all inferences will be unreliable. *C* and *g* are two letters about which there is as little dispute, perhaps, as any two that could be cited from the two cognate tongues. No two nations have ever had the same system of phonetics. When the Roman Latinist, in his transliteration, puts Latin into Greek letters, or *vice versa*, there may be a visual

correspondence, and at the same moment he may make a failure in the phonetic element which is the main point of inquiry.

69. Modern Greek differs from the ancient in matter as well as in forms, and the pronunciation may differ as widely as the matter and the forms of the modern tongue. We have it on the highest authority that Sophocles, for many years Professor of Greek in Harvard University, held that the modern Greek was of comparatively little service in mastering the ancient, as we have it in Thucydides, Xenophon, and Demosthenes. It adds greatly to the weight of his testimony when we recall the fact that Sophocles himself was a modern Greek, with a soul that thrilled with emotion at the associations that hang around the land of his fathers. We fix attention on the fact that the phonetic system of the old Greeks is not known, that the modern does not relieve us of the difficulty, and that Latin orthoëpy can not be settled by reference to a system that has been, at least in large part, confessedly lost for ages.

70. There is another fact that may tend to strengthen "right reason" on this point. Erasmus, a scholar of splendid genius and most refined taste, published at Basle, in the year 1528, his famous dialogue entitled "De recta Latini, Græcique sermonis pronuntiatione." The text on which that masterly review was based, from beginning to end, was, "Nunc tota fere pronuntiatio depravata est tam apud Græcos, quam apud Latinos." Of this text, John Stuart Blackie, Professor of Greek in the University of Edinburgh, Scotland, one of the most distinguished scholars now living, says: "This is proved in a very exhaustive style in an argument extending to above two hundred pages. The powers of the different letters are critically discussed, and the relation of accent and quantity illustrated both by learned rules and by living examples. With regard to the vowel-sounds, which is the first point handled, he had an easy task to prove that the slender sound, the characteristic of the Byzantine Greeks, could not have been the original sound of so many distinct vowels and diphthongs. Signs of different vowels are certainly not made originally to confound, but to distinguish. The confusion in this case is always of a later birth. What Erasmus, however, failed in here, and what, from want of materials, he could not but fail in, was to show at what period this confusion commenced; . . . and the result was that, by this assault of Erasmus, the faith of scholars in the orthoëpic traditions of the Byzantine elders was shaken in all the most learned countries of Europe, and every nation set up vocalizing Greek according to what seemed good in its own eyes. Hence the motley babblement of Greek which now prevails." *

71. From the extracts just made, two propositions are evident: 1. That Erasmus in his day did not believe that the Byzantine Greeks possessed the true ancient pronunciation; 2. That when Professor Blackie speaks of the "*motley babblement of Greek which now prevails*," flowing from the influence of Erasmus, he does not indorse the mode of pronouncing Greek now common in America and on the Continent.

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* Blackie's "Horæ Hellenicæ," p. 350, London, 1874.

72. The modern Greek pronunciation was taught in Germany by the great theologian Reuchlin, and in his day (1455–1522) was used wherever Greek was studied. The correctness of the modern Greek pronunciation was called in question by Erasmus in his dialogue between a lion and a bear, as already stated, in the year 1528. What is the condition of things now in America? Two years ago, a large number of letters was collected by General Eaton, Commissioner of Education, and placed in the hands of Dr. James R. Boise, Professor of Greek, Chicago. Dr. Boise examined one hundred and twenty-five letters to ascertain the system used by American scholars, and the result was as follows: Two professors, out of the whole number, used the modern Greek mode; eighteen teach the English system; four teach a system partly English and partly Continental; and one hundred and one the Erasmian method.* Thus, Erasmus has triumphed, but with how much consistency and uniformity let the "motley babblement" of Professor Blackie decide.

73. We are now forced to the conclusion that the ancient pronunciation of Greek, as held by Sophocles, gives us very little assistance.

"But the most important consideration is that the language of the educated Greeks is not the traditional language of the Greek nation, for in its present form it had no existence a century ago. The modern Greek, properly so called, is in reality the legitimate offspring of the Byzantine Greek, the last and most corrupt stage of the common Attic, and, however ancient some

* "Report of Commissioner of Education for 1876–'77," p. 480.

of its peculiarities may be, its chief characteristics can not be critically traced farther back than the times of Theodorus Ptochoprodromus (A. D. 1150), the first Romaic author of whom we have any definite accounts. The modern method began to attract the attention of American scholars upward of thirty years ago. Much has been written in its favor. In general, however, it has been treated with contempt or indifference, not, as one might hastily suppose, because its sounds are meager and effeminate, nor because it is not the pronunciation of at least four millions of Greeks scattered all over the East, but simply because its defenders have failed to establish its claims to classical antiquity." *

74. Now, even at the risk of a slight repetition, we would fix attention on the fact that the modern Greeks do not possess the true ancient pronunciation, according to Sophocles, himself a modern Greek; again, that, on the authority of Professors Blackie, Kendrick, and others, the Erasmian is not the classic pronunciation; and lastly, that, as shown from the following quotation from Sophocles, the true ancient pronunciation is not known and can not be known, and that too from the nature of the case:

75. "It is conceded that the refinements of the classical pronunciation can not be determined with precision, partly because they are not minutely described by ancient grammarians, but chiefly because the vanishing or obscure sounds of all languages are always perplexing to foreigners. And it must not be forgotten that all modern nations are, with respect to

* Sophocles.

the ancients, foreigners" (Sophocles's "Alphabet and Pronunciation," pp. 7, 8, 10).

76. "Bullions's Greek Grammar" by Kendrick, an ardent advocate of the Erasmian system, virtually yields the point that we do not know the ancient pronunciation. On page 4 occurs the following passage:

77. "The ancient pronunciation of the Greek vowels and diphthongs can not now be determined with certainty in all cases. The knowledge we have of it is derived chiefly from Greek words that appear in Latin, and Latin words that appear in Greek, from imitation of natural sounds, as the bleating of sheep or the barking of the dog; from a play upon words, and other similar hints. Valuable aid may be derived from the pronunciation of the modern Greek, and a study of the euphonic laws which have produced it.

78. "If uniformity in the pronunciation of the Greek is to be aimed at—and it is certainly desirable that it should—the Erasmian method, among all others now in use, seems entitled to preference, on account of its simplicity and perspicuity, and as having largely in its favor the authority of the ancients. It is the pronunciation mainly prevalent in Europe, and to a considerable extent in America."

79. It is well known by scholars that Sophocles, Packard, Curtius, and Kühner, not to mention others, do not yet agree as to the sounds of some of the diphthongs. Erasmus never claimed anything more than that the system indicated in the dialogue was an approximation to the ancient pronunciation.

80. And, after all, the reformers of Latin pronunciation, who wage a war of extermination on nearly every page, parade their transliterations of

Latin into Greek and Greek into Latin. We repeat that, when they compare Latin and Greek letters, they are comparing two unknown terms. If they mean modern Greek, that has laid aside, as almost universally conceded, its claims to antiquity ever since the days of Reuchlin. If they mean ancient Greek, then we answer that its pronunciation has been lost, that the most persistent defenders of the Continental mode only claim for it an approximation, and that this approximation has as many phases as the so-called Continental pronunciation of Latin—i. e., every nation has its own phase.

81. An advocate for the new mode of pronouncing Latin says, "And if it could be proved that we are in ignorance in regard to half of the sounds of the Greek alphabet, that would not forbid us to use for purpose of transliteration the other half about which we do know something." The answer has been given, but a short, incisive, and decisive reply is not far to seek. Erasmus (see section 70) says that the pronunciation of Greek in his day was almost as *corrupt as that of the Latin;* and Professor Blackie, a splendid Grecian, affirms that he *proved* it. And so did all Europe believe. It is difficult to illustrate one unknown quantity by another.

82. 5. Another fact, pretty well established, is worthy of attention. There were differences among the Romans in their pronunciation of their own language. This was true in the greatest purity of the Golden Age. There was the refined utterance in the capital; the "vox rustica," in which certain of the vowels seemed to lose their difference of sound; another pronunciation peculiar to earlier days, and used

by a great number of the people; foreigners came, whose influence tended to vitiate the pronunciation; the best-educated circles differed about the quantity of many words, and their quantity of course regulated their spoken language; and finally, learned men have reasons for insisting that there were differences and defects in the pronunciation of Cæsar and of Cicero.

83. In an able article before the Philological Association in July, 1876, Professor Peck, of Cornell University, who adopts the Roman mode, used this language in substance. In conclusion, the speaker urged that, as the best native speakers of Latin differed among themselves in theory and practice, but labored harmoniously and to the end to come nearer to the ideal pronunciation, so there is no ground for discouragement or for detraction, if those who would restore the ancient pronunciation still differ in many points, and perhaps in all points fall below the true standard.

84. The preceding paragraphs have been employed in substance by Roman Latinists, to show that their differences were not so much to be wondered at, because the Romans themselves differed in some important particulars. The meaning is not that Cæsar, Cicero, and others did not understand how to pronounce their vernacular, but the meaning is that the differences among the Romans themselves, even among their most learned men, make it very difficult for people in our day to find out what the true pronunciation was on the part of any of them. No scholars are more aware of the state of facts under consideration than many of those who have written in favor of the so-called Roman method.

85. When Latinists, who insist on the reformed system, differ among themselves on so many points, both in theory and practice, and justify their differences by asserting that the Latins differed among *themselves*—a thing admitted—the question may be gravely asked whether or not Corssen, Roby, and others have really ever resurrected the ancient pronunciation at all. At any rate, does not such a condition of things somewhat palliate the offense of those who still prefer to employ what may be termed an "old-fashioned" and settled pronunciation? Further, Brambach's testimony, just under this head, is invaluable:

86. "With a view to distinguish the usage of these writers in the matter of pronunciation and orthography, we may divide them into three groups.

87. "To the first and oldest group belong Cicero, Cæsar, and Sallust. Of these, Sallust has a marked fondness for long-established forms, while Cæsar lends a very ready ear to the pronunciation just coming into fashion, and, in so far as his philological studies allow it to seem advisable, forwards a general acceptance of the same through his writings. Cicero takes a middle course, by seeking not so much to carry through his own particular notions about the correct system of phonetic spelling, as by accepting the actually received usage in regard to pronunciation and orthography, and by making concessions to it contrary to his own convictions.

88. "Livy, Virgil, Horace, and Ovid constitute a second group. Livy is no innovator in the matter of spelling and pronunciation. In his simple narrative he clings to the prevailing orthography of his con-

temporaries, but, as his whole heart is with the past, he has the knack, when treating of grave and venerable matters of religion and state, of giving an antique coloring to his narrative, by using words aptly selected, whether we regard the words in themselves or their archaic spelling. The same is true of Virgil.

89. "On the other hand, Horace and Ovid, gladly turning to the fresh life of the present, prefer to avail themselves of the modes of speech just coming into vogue. Horace, indeed, puts himself into a conscious antagonism to the old-fashioned poetry of the past.

90. "To the third group belong Quintilian, Curtius, and Tacitus. These wrote in a time when the innovations which had forced their way in since Cæsar's day had attained general recognition" (Brambach's "Orthography," pp. 9–11).

91. This significant passage must be full of suggestions to all Latinists, whatever view they may take as to pronunciation. It proves, too, that the differences in pronunciation among the Romans, before mentioned, are not mere matters of fancy in the brains of some English Latinists.

CHAPTER IV.

SPECIMEN ARGUMENTS USED IN BEHALF OF THE REFORMED MODE.

92. How and in what degree these difficulties, some of which have been mentioned in Chapter III, have been overcome, and that others, who may not have the means at hand for examination, may see the arguments used by the new "Romans," we here give *verbatim* extracts from their own works on the subject.

93. Professor W. H. Klapp, M. D., of Philadelphia, published last year (1878) "a compend* of what grammarians say on the subject, and the arguments used by writers of the present day . . . in favor of the phonetic method of pronouncing Latin." Here are his condensed arguments to prove that *c was always hard, as k in "kitty."*

94. 1. A large number of forms occur in which the letter following *c* is changed; now, if the sound of the *c* changed too, it would form such a differently sounding word, that no one, not even a poet with all the license allowed him, would dare to use it. For

* This compend is from the ablest writers in both Europe and America. For fullest discussion, see Corssen and Roby.

instance, Virgil has "replictus" for "replicitus." Again, words occur where the final *e* has been omitted, which, if the *c* had two sounds, would change it from an *s* to a *k*, as in "dic" for "dice," "duc" for "duce," "fac" for "face," etc. Then, again, the *c* would have had to change its sound when *ai* became *ae*, as in Kailius, afterward written Caelius. We have adverbs where a letter was dropped out, where, if *c* had two sounds, it must necessarily have been changed, as in "audacter" for "audaciter." This would have taken place, too, in an enormously large number of other words—e. g., *difficulter* and *difficile*, *capio* and *cepi*, *cano* and *cecini*, *acer* and *acris*, *locus* and *loci*, *lacus* and *laci*, with the two datives *lacibus* and *lacubus*, *piscis* and *piscosus*, etc.

95. 2. Quintilian says (i, 7, 10): "K quidem in nullis verbis utendum puto, nisi quae significat, etiam ut sola ponatur. Hoc eo non omisi, quod quidam eam, quotiens A sequatur, necessariam credunt, cum sit C littera, quae ad omnes vocales vim suam perferat." K, we know, was used in certain words, as Kalends, Karthago, etc. Now there was a very animated discussion among grammarians in Quintilian's time as to whether the Roman alphabet needed more letters or already had too many. *Vide* "Quintilian," i, 4, 7–9. He there instances *k* and *q*.

96. Terent. Maurus (about 300 A. D.) speaks also about these letters, and says that *k* and *q* are both useless, since *k*, *q*, or *c* can be used after any vowel with the same sound (vss. 204–209). I quote merely the last line, "refert nihilum, *k* prior an *q* siet an *c*." Again, Priscian (i, page 12) says, "*k* enim et *q*, quamvis figura et nomine videantur aliquam habere differentiam, cum *c* tamen eadem tam in sono vocum quam in metio potestatem continent."

97. 3. In transcribing Greek and Latin words *kappa* is always written for *c*, and *vice versa*; whereas, in some words, as Cicero, for instance, would have been much nearer the sound if *c* had been pronounced soft; or in many instances could have been used as in the above example of Cicero.

98. 4. The argument against the pronunciation of *c* like *k*, that apparently has the most force, is the confusion in words that end in *-cio* and *-tio*; but this, too, really is groundless, at least for high Latin, because the confusion was not one of sound, but of the different suffixes *-cio*, *-tio*; and this confusion was of a late date. The earliest example we have of *-tio* for *-cio* was in A. D. 192–211 (Corssen, i, 50–67), and there are only seven instances of *-ci* for *-ti* in inscriptions before the seventh century of our era (Roby's "Latin Grammar," p. 52).

99. Mommsen, in his notes on Livy, p. 175, says, "Nunquam in libro Veronensi commutatas reperies litteras *c* et *t*, quod qui ante septimum saeculum obtinuisse sibi persuadent, ne ii vehementer errant." Of these seven inscriptions, three are given by collectors who lived when the false spelling had become usual; one is from a notoriously bad speller; another is from an inscription containing many misspelled words, and the remaining two are from an *African* inscription of about A. D. 230. And even if these last two be rightly copied, it is absurd to lay down a rule for the spelling or pronunciation of a word in Cicero's time, from the spelling of the same word in a time when Latin had fallen, and could hardly even be

called classical! But even supposing this confusion existed, does it really prove anything? We have examples in many languages where *t* and *k* are habitually confounded; one will suffice: the Canadian French always say *mékier* and *moikié* for *métier* and *moitié*.

100. The following condensed argument for *g* hard is also from Dr. Klapp: "*G* always hard, as *g* in '*give.*'"

1. The vowel following *g* is continually changed, without any evidence on the part of the grammarians of a desire to change the sound of the *g*—e. g., "malignus" for "maligenus," "gigno" for "gigeno," "tegmen" for "tegimen," etc.

2. In transcribing from Latin to Greek, and *vice versa*, *g* is always represented by γ, and γ by *g*.

3. There is no trace to be found in the grammarians of *g*'s having any but the one sound in high-Latin times.

4. There is no evidence of *g*'s having a sound like the English *j*, before the fifth century A. D. At that time we find "magestates" written for "majestates."

OE.

101. Take now the discussion of the diphthong *oe* first from Roby and then from Blair, in full:

"The sound of *oe* is somewhat perplexing. Mr. Ellis has suggested ('Transactions of the Philosophical Society,' 1867, Supplement, p. 65, and 'Early English Pronunciation,' p. 529) that Greek *oi* was originally *ui* with the first element preponderating. Latin *oe* was originally *ue* with the second element preponderating.

"This seems possible enough for the Greek, as *o* had frequently that approximation to our *u* which is here presented (see Appendix A, XII).

102. "But the Latin sound is much more doubtful. It is true that *oe* is the successor of Latin *oi* and the representative of Greek *oi*, and that both *oi* and *oe* passed frequently into *u*—e. g., coirare, coerare, curare; moerus, murus; moenia, munia; poena, punire, etc.; but I am not aware of any indication that Latin *o* had any such approximation to our *u*; and *oe* never alternated with *ui*. The passage of *oi* and *oe* into *u* seems to imply that at that time the first, not the second, element, the *o* not the *i* or *e*, was in the preponderance.

103. "In imperial times *oe* became confused with *e* and *ae*, and then the second element may have been preponderant. And this was the case also in the words which in very early times were spelled with *oe*—e. g., loebertas, oloes (cf. sections 264, 363, 366), and afterward were written with *i*. I am inclined to think that the diphthongal sound implied by the letters *o* and *i*, or *o* and *e* (with their Latin sounds), is the safest conclusion, and that in the words which the ordinary language spells *oe* (e. g., amoenus, coepi, moenia, foedus, poeni, poena, oboedia), the stress should be laid on the *o* rather than the *e*" (Roby, p. lxx).

104. Professor Blair says: "The sign *oe* is representative of the most unstable and therefore the most uncertain of all the Latin vowel-sounds. If it only marked one stage of the descent *oi*, *oe*, *ē*, we might surely infer at least a close approximation to its sound, as we do for that of *ae* in the scale *ai*, *ae*, *ē*.

105. "But the old Latin *oi* descended through *oe* in three directions, namely to *ū*, to *i*, and to *e* (or *oe*). Thus:

oisus,	oesus,	usus.
coiravit,	coeravit	curavit.
ploira,	ploera,	plura.
ποινη,	poena,	punire, etc.

Also

foidus,	foedus,	fidus.
δίχος,		vicus.
quoi,		cui.

106. "(While the cases ending in *i* of stems in *o*, have in this *i* the remains of former *oi*, as *populi* for *populoi*, *Romani* for *Romanoi*, the intervening form *oe* is said to appear in a few accidentally preserved ancient instances, as *Pilumnoe*, *poploe*, nominative plural); and

moiros,	pomoerium, pomerium.
ποινή,	poena, paenitet (and poenitet).
coena,	caena (and cena, Cato and Terence).
obscoenus,	obscaenus (and obscenus).
Coelius,	Caelius.
coeteri,	caeteri (and ceteri), etc.

107. "From these observations we should be obliged to infer that the sound of *oe* diverged from that of *oi* in at least three different ways. And when now we turn to inquire in what order of time those various forms of orthography prevailed, and to what extent respectively, we find in Corssen's exhibition, drawn from inscriptions:

"1. That *oi* (having begun from the earliest times

to give way to *oe*) had ceased entirely to be written before the classical period.

"2. That from an early period *i* was collaterally with *oe* a substitute for earlier *oi* in the terminations of cases of nouns. (In this place *oe* gave way entirely to *i* in the classical period.)

"3. That from the time of Plautus on, *oe* in the stems of words gave way to *u*, *which became the prevailing orthography after the time of the Gracchi and through the classical age.*

"4. The few words which during this time retained the written form *oe* were pronounced by the later Latins with *e*.

108. "The most positive inference which we seem to draw from such evidence is, that along with the sign of *oi*, the sound also of that diphthong had disappeared from the Latin before the classical age. And the proposal, therefore, of some modern scholars to return to that antiquated sound for *oe*, is not in conflict with the broadly marked general tendency of the Latin toward a reduction of its diphthongal sounds, but singularly at variance with the particular history of the diphthong *oe*. The zeal of reform has impelled some to deny the existence of any irregularity or obscurity in the Latin pronunciation; but these can not help us here, nor can we adopt any such adventurous dogma as prescribes for our practice a sound which was obsolete for Cicero.

109. "There is certainly a consolation for our ignorance in the belief that the Romans themselves did not know for any length of time together a certain sound for this diphthong. And if now it be thought necessary for us to fix some uniform sound,

by which in our practice to render those words which, in printed texts furnished us, appear written with the sign *oe*, we must choose between the sounds of *ē*, as in *fetus*, French, *prêtre*, or that of German *oe* (*ö*), in *Goethe*. The first of these sounds is recommended :

"1. By considerations of convenience, chiefly in view of the fact that in almost every instance (except, namely, in the word *coetus*, and possibly a few others) the words which are spelled in our texts sometimes with *oe* are frequently (some as frequently) found with *ae*, as, obscoenus, obscaenus, and even obscenus (French, *obscène*); poenitet, paenitet ; moeror, maeror, etc., etc.

"2. Where better reasons fail, the authority of the post-classic Latin deserves to be heard ; and this speaks for *ē*. On the other hand, the general turn taken by *oe* into *u*, in the practice of the cultivated Romans of the classical period, establishes a good degree of probability for the prevalence at that time among the educated of a sound which conjecture can represent no better than by that which the German scholars have adopted ; the sound, namely, of their own *oe* (nearly the French *eu* in *fleur*).

"Thus the *oe* in *proelium* would sound nearly like *o* in English *world*, or *i* in English *whirl*" (Blair, pp. 61–64).

For the *W*-sound of *V*, we quote from Professor Tetlow, of Boston :

110.—"*The W-sound inferred from the Frequent Interchange of Vowel U and Consonant U.*

"Consonant *u* and vowel *u* were frequently interchanged. Thus, in Plautus, the dissyllables *tuos*, *suos*, *puer*, and *fuit*, become, by hardening of vowel *u* into consonant *u*, monosyllables ; thus : *twos*, *swos*, *fwit*, *pwer*. In Virgil, *genua* becomes dissyllabic, *genwa*. For the earlier *miluus*, and the adjective *relicuus*, we have, at the close of the first century A. D., and afterward, *milvus* and *reliquus*, respectively. On the other hand, consonant *u* was frequently vocalized. Thus for *silvæ*, Horace has *silʊæ ;* for the dissyllable, *aquæ*, Lucretius, who belongs to the first century B. C., has the trisyllable *acuæ*. The same poet has for *solvo*, *dissolvo*, etc., *solʊo*, *dissolʊo*, etc. All are familiar with the fact that from the presents *solvo* and *volvo* we have the participles *solʊtus* and *volʊtus*, just as from *acʊo* we have *acʊtus*. Now these frequent interchanges are natural and intelligible if consonant *u* and vowel *u* closely resembled each other in sound ; in other words, if consonant *u* had the sound of English *w ;* they are unnatural and unintelligible if consonant *u* was sounded as English *v*.

111.—"*Argument drawn from Phenomena illustrating the Semi-vocal Power of Consonant U.*

"Consonant *u* between two vowels fell away, or, assuming its vowel power, either coalesced with the preceding vowel, forming a diphthong, or gave rise to a single vowel with long quantity. Of the falling away of consonant *u* between two vowels, we have familiar illustrations in the tenses formed from perfects in *avi*, *evi*, and *ivi*. Thus from *amaveram* we have *amaram ;* from *fleveram* we have *fleram ;* from *audiveram* we have *audieram*. Instances in which consonant *u* assumed its vowel power and formed a diphthong with the preceding vowel, are : *naʊta* from *navita ; aʊceps*

from *avıceps; caUtor* from *caVitor*. Cases in which consonant *u* between two vowels resumed its vowel power, and gave rise to a simple vowel with long quantity, are *mUto* from *moVito; prUdens* from *proVidens;* and *jUnior* from *juVenior*. Can the disappearance of the letter in the first case, the formation of a diphthong in the second, the production of a simple vowel with long quantity in the third, be explained on the supposition that consonant *u* had the sound of English *v*, a sound that is as persistent as its related consonant *b*, or as any other consonant in the alphabet? Are not these phenomena, on the other hand, easy of explanation on the supposition that it had the semi-vowel power of *w*?

112.—"*The W-sound inferred from the Absence of Consonant U after Short I.*

"Consonant *u* is almost never found in Latin after short *i*. Why? If it had the sound of *w*, the reason is obvious. For *w* following short *i* gives a combination so difficult to pronounce that, wherever it occurred, this consonant would, in obedience to the tendency of which I have spoken, have fallen away between two vowels. In *vīta* for *vīvita*, from *vivo*, and in *ætas* for *ævitas*, from *ævum*, the *v* fell away, though the preceding vowel was long. But, if consonant *u* had the sound of English *v*, the obstacle to pronunciation would vanish at once, for *v* is easy to pronounce after short *i*. Witness the English words *giving* and *living*. This absence of consonant *u*, then, in the situation I have mentioned, unimportant, perhaps, in itself, is, in support of other stronger arguments, also entitled to weight."

113. An examination of these extracts from the arguments of those who favor the innovation will show that the position of the writer, as to the basis on which the so-called Roman system is founded, is fact. The reason for pronouncing *g* * always as *g* in *get* may be regarded by some as valid and decisive. This letter is ably treated by Roby, Corssen, and others. That *c* was always like *k* is not without difficulty and difference of opinion. This may be inferred from the quotations already cited. That there is a real difference of opinion among those who favor reform in England is perfectly clear from a statement made by Professor Max Müller ("Academy," December 15, 1871). He says: "As I looked upon a reform in the English pronunciation of vowels as far more important than any improvement in the pronunciation of certain consonants, my chief object was to show that some compromise might be possible in regard to *c* *; and that, in allowing their weaker brethren some liberty in the pronunciation of this one letter before *i* and *e*, thorough-going reformers need not have felt ashamed, as if sacrificing an important principle." The weaker brethren referred to are those who do not feel inclined to pronounce *c* like *k*, before *e, i, y, æ, œ,* and *eu*. Some of their reasons are given in the conspectus on the letter *c* already quoted.

114. The perplexing and wholly unsatisfactory condition of the diphthong *œ* is perfectly obvious from the discussion represented by Roby and Blair, and no abler representatives of the subject can be found.

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* See sections 53, 354; also, 181.

C AND G.

115. *C* and *g* are two letters in regard to which the reformers seem to think their position impregnable. Many English Latinists quietly concede the claim. It would not seem difficult, however, to bring to bear such proofs as will show that their strongest positions may be even successfully assailed by the most powerful arguments.

116. In reviewing the second edition of this work, Professor Haldeman says: "But (as I hav alreadi publisht), if the ancient Latin grammarians were not correct in assigning to their 'c' (except that they mention that Caius was herd as Gaius, and Cnæus as Gnæus) the power of *k* (which might hav bin inferrd without their evidence), and if CANCER (a *crab* and an *ulcer*) was pronounst *cantsher*, *cantser*, or *canser*, the English 'canker' and Ital. 'canchero' (which Mr. Story neglected to cite), ar without etimologi. Compare CITHARA, Ital. 'chitarra' (ch = k) *guitar;* GIBBOSUS, Wallachian 'gheb' (gh = g in *get*) *gibbous* (g in *give*); RELIGIO, Wallach. 'relighie'; SCEPTRUM, Wallach. 'skeptru'; SCEPTICI, the *sceptics;* and compare CELTÆ with Welsh 'celtiad,' a 'Celt'—not *selt*, but *kelt*.

117. "It will be observd that, besides disgracing Latin sounds by presenting them in a laughabl travesti made up of English spellings—obstructionists ar fond of taking the Latin name of Cicero as an illustration of tru Latin, the first sillab being easili turned into *kick*, which must amuse the groundlings in its Welsh form 'cic.' They shoud not neglect the Latin name of Cæsar (cæ like *ki* in *kind*, with hissing *s*),

which gave 'Kaisar' to Greek, 'Kaiser' (emperor) to German, and the name of their old enemi 'Iwl Caisar' to the modern Welsh. Even the Hindoos know the name as 'Qaisar' (*ai* in *aisle*, and pure *s*), and the Malays as 'Kheitsar.'"

118. "Professor Haldeman is inconsistent with himself. While implying that Jews are unsafe guides in pronouncing their *own* dead tongue, the professor wishes to prove the ancient pronunciation of *Cæsar* by appealing to the modern Welsh *Caisar*, and the German *Kaiser*. It would be as good an argument to say that we pronounce John '*Shon*' because it is so commonly pronounced by untutored Germans. And so isolated instances are picked out from Italian and Wallachian with the hard sound of *c* to show that the Romans so pronounced it; but the French, Spanish, Portuguese, and usual Italian sound of *c* go for nothing in his argument. It would be the same as to say that because we sometimes pronounce *g* as *j*, therefore the Goths so pronounced it, notwithstanding the wide diversity of its pronunciation in English, Dutch, Platt-Deutsch, and Danish. I am not arguing against the Roman method, because I believe in it, but I protest against such unscientific and childish proofs. It looks like special pleading and indifference to truth for its own sake." So writes Professor Blackwell, who speaks the languages to which he makes reference.

119. That the reformers do not agree, and virtually confess that they do not stand on solid ground in regard to *c* even, may be inferred from Max Müller's remark (see section 113) "that some compromise might be possible in regard to *c*."

Mr. Allen (well known as an author in the series of text-books by *Allen and Greenough*), who first wrote the expression "*Roman mode*," says: "About the 'Roman' pronunciation of several of the consonants, especially *c*, *g*, and *v*, as to which the usage of every tongue derived from the Latin might suggest a query, I am rather skeptical. Who knows how the Romans pronounced *gn*, *sc*, or the initial *j*?"

Again, this distinguished author and scholar says: "I don't, however, believe, for one thing, that the Roman *v* (consonant *u*) was the English *w*, or anything much like it; it may have been near the old-fashioned German *w*, which has slid naturally into *v*, just as the Latin did. And I think we can not do better than LET IT STAY SO." *

Such words from such a source will have influence with every candid inquirer after truth. It is not our purpose to discuss what may be called the internal proofs for the so-called Roman mode. As the matter now stands before the world, it is wholly unnecessary. At present we content ourselves with giving the results reached by scholars—more especially the results reached by those who have adopted or advocated the reformed method. We are certainly not called on to *disprove* what some of the ablest friends of a system concede has never been settled by facts.

* "The pronunciation of the Latin *g* is not known with certainty. . . . The letter *g* is about the hardest sound to master in modern Greek, German, and Danish, and it may have been variable in Latin."—DR. BLACKWELL.

CHAPTER V.

SCHEMES OF THE REFORMED MODE.

131. WE append several schemes prepared by some of the ablest defenders of the system, that others may the better judge of the justice and truthfulness of what shall hereafter be said.

132. It should be borne in mind that those favoring a reform in Latin pronunciation have had access to sources of information identically the same, and yet, it is but fair to say, that the results reached are far from being the same. Indeed, it might not be difficult to show that the discrepancies among their various schemes are so great as to discredit the evidence in support of the system and render uniformity of practice, as things now are, a sheer impossibility.

133. I. Scheme of Professor J. F. RICHARDSON, of Rochester University (1859):

ă = a in ăh.	ā = a in ah.
ĕ = a in fate.	ē = a in fane.
ĭ = ee in fleet.	ī = ee in flee.
ŏ = o in note.	ō = o in tone.
ŭ = oo in boot.	ū = oo in moon.
AE = ay = ī.	au = ow in now.
OE = oi in coil (nearly).	

C = k.	g = g in get.
QU = k.	j = y.
S = s in sin.	T = t in to.
V = v in English.	

With the sounds of the vowels here given, Professor Haldeman, whose treatise appeared in 1851, substantially agrees. He is decided in his opinion that the short vowel *never sounded* like *a* in at, *e* in ebb, *i* in it, *o* in ox, *u* in up.

In these schemes the letter or letters about which there is a difference of opinion are in many cases in small capitals.

134. II. The Messrs. TAFEL, following Corssen, propose "the practical Roman method," as here given (1860):

1. SOUNDS OF THE VOWELS.

A long, as in the English *father*. A *short*, the same sound shorter.

E long, as in the English *fate*. E SHORT, as in *then* and *dishes*.

I long, as in *machine* and *caprice*. I SHORT, as in *sit*.

O long, as in *hole*. O SHORT, as in *nor*.

U long, as in *rude*. U *short*, as in *put*.

2. DIPHTHONGS.

AE, like *ai* in *aisle*.

Aw, like *ou* in *fowl*; before *d*, like *ou* in English *gout*.

Eu, in two syllables, as in Italian *eu*.

OE, like *oi* in *boil*, or *oy* in *boy*.

Rem. *Ai* in *ain, ais, ei* in *dein, oi* in *proin*, are to be separated.

3. THE SEMI-VOWELS.

J in *jacio*, like *y* in *year*.

V, like English *v*.

4. THE CONSONANTS.

A. GUTTURALS.

C like *k*; before *e, i* (*y*), like *ts*, as in *glacies, facis*, etc.

QU, before *a* and *o*, like *k* followed by a mute *u* (in *put*); before *ae, e*, and *i*, like *k* followed by *v*.

G, always as in *good* and *get*. *H*, as in English.

B. LABIALS.

P, B, F, and *Ph*, as in English.

C. DENTALS.

T, as in English. *Ti*, when followed by another vowel, as in *natio*, like *ts*; except when preceded by *s, x*, or another *t*, as *tristior, mixtio, Bruttii*, in old infinitives in *er*, as *nitier, quatier*, in Greek words such as *Miltiades, Boeotia, Aegyptii*, and at the beginning of words, as in *tiara*, in all which cases it is pronounced like *t*. *D*, as in English.

D. LIQUIDS.

L, R, M, N, and *NG*, as in English.

E. SIBILANTS.

S and *X*, as in English. *Z* like the Italian *z*—viz., *ts* or *ds*.

135. III. Scheme of Professor ROBY, of Cambridge, England (1871):

ā = a in father.
ă = a in chatte (French).
ē = e in pet (nearly).
ĕ = in pet or met, shortened.
ī = i in machine.
ĭ = in pin (practically).
ō = Italian open o = o in home.
ŏ = Italian open o = o in dot.
ū = oo in pool.
ŭ = u in pull (nearly).
ȳ = ü in Müller.
au = au in haus (German).
AE = a in Bath (nearly).
OE, let the stress be on the *o* rather than the *e*.
eu = eu in Europa.
ei = ei in feint.
ui = oui (French).
g = g in give.
c = k in kitty.
r = r in ferry; always trilled.
j = y in year.
bs = ps.
s = ss in hiss.
x = ks. Ti = te, always.
QU, as in English = *queen*.

PH, CH, TH were not like English *f*, German *ch*, English *th*, but as *p* + *h*, *k* + *h*, *t* + *h*, sounds somewhat difficult to Englishmen, but often heard from Irishmen. (Roby's Grammar.)

136. IV. The method as presented by Professor W. G. RICHARDSON, of Central University (1876):

VOWELS.

Long and short vowels generally differ in quantity, not quality of sound.

ā is sounded like *a* in father. It has the rich Italian sound of that letter, as indicated in the dictionaries of Worcester and Webster. The sounds we hear in *fate* and *fat* are unknown in the Latin *a*; so also is that intermediate sound of which some otherwise good speakers are guilty in saying, or trying to say, "Our Father." *ă* has the sound of *a* in diadem.

E is French *é*, which Surenne properly represents as our *e* in met, very slightly prolonged. *ē* is same quality, differing only in quantity. It is French *e*, or *e* in met, still more prolonged than *e* in *tres*. Thus *fête*, as rapidly enunciated among the Parisians, is represented in the works of English lexicographers by *fate*. This is certainly a convenient approximate sound.

ī as *i* in machine; *ĭ* as *i* in purity. (See *site* in Webster's Unabridged Dictionary.)

ō as *o* in no. For *ŏ* Roby gives dot, not, omit.

ū like *oo* in moon; *ŭ* short like *u* in full.

Y intermediate between *i* and *u*. It is French *u* or German *ü* (Müller is nearer Miller than Muller). For convenience' sake, then rank *y* with *i*.

A short vowel rendered long by position, as, for instance, *ē* in *est* and *esse*, is still pronounced short.

Great care should be taken as to final short syllables; e. g., "essĕ," "amatŭr," "amatŭs."

Distinguish "fructŭs" and "fructūs."

DIPHTHONGS.

137. In all these, each element is heard. Let the combination be rapid.

AE or *ai* like *ay* (yes). In rapid utterance, it is nearly our personal pronoun of the first person. *ī* is a compound sound made of *ah* and *ee*. (See Walker's Dictionary.)

au like *ow* in now. The analysis is *ah-ow*. The rapid combination is *ow* in now.

ei as in vein, slightly drawled, and not like the English *i* in time.

EU as *eh-oo ;* many give the sound of *eu* in feud.

OE or *oi* like the *oi* in oil.

ui like French *oui ;* very near our pronoun we.

The American Philological Association recommends the use of the Italian sounds of the vowels and diphthongs.

CONSONANTS.

138. *d, f, h, k, l, n, p, t,* as in English. So *b* like English *b*, except that *bs* = *ps*. Thus *urbs*, oorps.

C always hard, like English *k*. (See Bullions's Latin Grammar, § 17, 4, note.)

g always hard, as in give.

j like *j* in hallelujah ; i. e., like *y* in yet.

M at the end of words appears to have been scarcely audible. (Roby.)

nc is like *ngk ;* as *ancora*, like anchor.

ng like *ngg ;* as *frango*, like anger.

QU as in queen (Roby). But the combination *quu* was odious to the Roman eye and ear. For *quum* always write *cum*. Even *equus* and *loquuntur* may be barely tolerated, and were usually written *equos* or *ecus* and *locuntur*.

r always trilled, as in French.

s always hissing, as in this ; never like *z*. Thus, *nos, tres, trans*. Every English compound with *trans* should have the hissing sound. (See the English dictionaries, Worcester, Webster, and Smart.)

ti with the pure sound of *t* always preserved.

Thus, natio, *nah-te-o* and not *nā-she-o*, or *nah-she-o*. See Bullions's Latin Grammar, § 17, 4.

V is English *w*, or French *ou* in *oui*.

x is *ks*, never *gz*.

Z occurs only in words of Greek origin, and is pronounced like *ζ*. Dr. George Curtius, in the "Elucidations of his Greek Grammar" (translated by Evelyn Abbott, John Murray, London, pp. 233, 12mo, $2), says, "*Z*, therefore, which is shown by prosody to be a double consonant, must certainly be pronounced as *dz*, that is, *d* with a soft *s*."

Ps preserves the sound of both its elements, as in *psallo*.

139. PH, TH, CH, Roby maintains, are not pronounced as in either English or in German, but as *p* + *h*, *t* + *h*, *c* + *h*, or the ordinary *p, t, c*, immediately followed by a rough breathing. So Curtius as to the Greek (see Elucidations, p. 7). Those who would be annoyed by so much that is foreign to the English will take comfort in Hadley's statement (see "Grammar," section 17). "The letters *φ, θ, χ*, seem to have had at first the sounds of *ph, th, ch*, in English u*ph*ill, ho*th*ouse, block*h*ead. But afterward they came to sound as in English gra*ph*ic, pa*th*os, and German ma*ch*en, the last being a rough palatal sound, no longer heard in English." Many orthoepists set down *ch* as practically *k*.

140. In December, 1877, Professor W. G. Richardson published what he is pleased to call "The International."

Vowels : *ā*, ah ; *ă*, diadem ; *ē*, fate ; *ĕ*, valley ; *ī*, machine ; *ĭ*, purity ; *ō*, note ; *ŏ*, omit, nor ; *ū*, moon ; *ŭ*, full ; *y* = French *u*, or German *ü* in Müller.

Diphthongs: AE, ay (yes), nearly I; *au*, now; *ei*, vein (drawled); *eu*, feud; OE, oil; *ui*, we. Consonants: *d*, *f*, *h*, *k*, *l*, M, *n*, *p*, *t*, Z, as in English; so *b*, but bs = ps, *urbs*, oorps; *c*, *ch*, k; *g*, give; *j*, hallelujah; *nc*, *nq*, anchor; *ng*, anger; *ps*, both elements heard, psallo; QU, queen; *r*, trilled; *s*, this; *ti*, pure, nahte-o; V, W; *x*, ks; PH, f; TH, this. (For details, see Report on Latin Pronunciation.)

141. It is worth while to notice that this scheme, called "International," does not agree with that of J. G. Richardson, nor that of Tafel, nor that of Roby, nor yet with that of the author of the "International" himself, who published the conspectus just given above in 1876.

As a general conclusion, it is perfectly obvious that what is called the Roman system is, after all, like the so-called Continental, only a general name for a group of different methods of pronouncing Latin; the difference lies in this, mainly—that the so-called Continental system points to actual living schemes of pronunciation, while the so-called Roman system points only to various ideal and fanciful schemes.

WANT OF HARMONY AMONG THE ADVOCATES OF THE REFORMED MODE.

145. That the reformers do not agree among themselves on some very important points is universally conceded, and is a matter claiming at the hands of every inquirer the most serious thought. Professor Twining ("Western," July–August, p. 417) uses this language: "That the advocates of the reformed pronunciation differ among themselves is of graver

import, since, if these differences are on vital points, as Professor Fisher claims, they not only discredit the evidence, but render impossible that uniformity of practice which it is one of the chief objects of the reform to secure." The consequence of a difference in vital points is well put by Professor Twining. Let us examine some of these differences.

146. 1. There is no harmony in their representation of the vowel-sounds in general. Just here it should be carefully borne in mind that the reformers insist that their system is phonetic. Then "each elementary sound has its own unvarying sign, and each sign its own unvarying sound." This is, according to Professor March, the essential idea of a phonetic alphabet; this, then, is conceded to be our criterion of judgment. Haldeman, quoting with approval G. Walker, says, "Every letter retained an invariable sound." Quoting from Scheller, he says, "The sounds of the long and short vowels, though *elementarily the same*, were always distinguished in length" (Haldeman's "Latin Pronunciation," pp. 17, 19). Allen and Greenough say, "By the Roman (or phonetic) method, *every letter has always the same sound*" ("Grammar," p. 7). These are explicit statements of what is held by the new "Romans" throughout the world. The vowels did differ in *quantity*, they did not differ in *quality*.

Haldeman holds that—

ā = a in arm.	ă = a in art.
ē = ey in they.	ĕ = ei in eight.
ī = i in marine.	ĭ = i in deceit.
ō = o in own.	ŏ = o in obey.
ū = oo in food.	ŭ = u in full.

147. Here, in this ideal scheme, the phonetic theory is substantially carried out.

Compare with this Tafel's scheme, which is identical, at least professedly so, with that of Corssen :

ā = a in father.	ă = same sound shorter.
ē = a in fate.	ĕ = e in then.
ī = i in machine.	ĭ = i in sit.
ō = o in hole.	ŏ = o in nor.
ū = u in rude.	ŭ = u in put.

148. A glance at this ideal scheme will show that it is not consistent with the theory in the short sounds of *e*, *i*, *o*, and *u*. *E* in *then*, *i* in *sit*, *o* in *nor*, and *u* in *put* have not the same sound as *a* in *fate*, *i* in *machine*, *o* in *hole*, and *u* in *rude*. These words, as the least practiced ear can detect, differ not only in *quantity*, but radically in *quality*. A glance, too, reveals the obvious truth that Haldeman—and J. F. Richardson agrees with him—does not agree with Tafel and Corssen, in representing the short sounds of *o*, *i*, and *e*. Who does not see that *ei* in *eight*, *i* in *deceit*, and *o* in *obey*, are not the same as *e* in *then*, *i* in *sit*, and *o* in *nor*? If scholars on the side of the new pronunciation believe in the phonetic method and understand it alike, then failure to represent it harmoniously, even in their ideal schemes, is simply unpardonable. Roby tells us that *o* long = *o* in *home*, and *o* short = *o* in *dot*; Blair, that *o* long = *o* in *potent*, and *o* short = *o* in *potation*. Roby tells us that *e* long = *e* in *met*, lengthened, and that *e* short = *e* in *met*; Blair, that long *e* = *a* in *gate*, and short *e* = *a* in *aërial*.

149. We would fix emphatic attention on two things that are self-evident: 1. That these distinguished scholars do not agree with each other; 2. That their exhibition of their favorite pronunciation, as shown in many writers, is not consistent with their oft-repeated theory. Any one who has any doubts as to the correctness of the statements here made is earnestly requested and urged to examine the subject for himself.

150. Before leaving this general want of harmony in regard to vowel-sounds, long and short, it is worth while to notice how the followers of the so-called Roman method exhibit to us the long sounds of the vowels.

Blair affirms that *e* long = *a* in *gate*.

Roby, that *e* long = *e* in *met*, lengthened.

W. G. Richardson, in the report published by the Bureau of Education, says that *e* long = the French *e*, or *e* in *met*, still more prolonged than *e* in *tres*. He speaks of *fate* as being "a convenient approximate sound." In his "International," published in December, 1877, he gives *e* long = *a* in *fate*. Now we confess our utter inability to understand how this able scholar, by the prolongation of the sound of *e* in *met*, to any extent, can reach as a result *a* in *fate*. Any one can test the matter by bringing to bear the organs of speech on the production of the two sounds. Before the speaker, when sounding *e* in *met*, can produce the sound of *a* in *fate*, he must stop and readjust the organs. The trial will make manifest the truth that there is not only a readjustment, but also a tension of the organs decidedly greater in sounding our genuine long *a*, which almost all the Romans make the representative of the long *e*, in their system. It is difficult to escape from the conclusion that Pro-

fessor Richardson's mind underwent a change between October, 1876, and December, 1877, not only in reference to the long *e*, but also in other particulars, as we may show hereafter.

155. But to descend more to particulars, take the diphthong Æ.

Roby says *æ* = *a* in *bat* (lengthened), or *bath*.
Blair says *æ* = *ai* in *lair*, or *a* in *late*.
Harkness says *æ* = *ay* = English *i*.
Gildersleeve says *æ* = *æ* in *Græme* = *a* in *fame*.

That the vowel-sounds as heard in *bat*, *late*, and *aye* = *i* long, are not the same, is simply beyond all controversy. We venture the assertion that no scholar, unless a foreigner, who looks at the case calmly, will risk his reputation as an orthoepist by affirming that these words do contain the same sound.

156. Professor Twining ("Western," July–August, p. 418) attempts to relieve the want of harmony between Gildersleeve and Blair by saying: "I suspect that Gildersleeve means the same thing by using *Græme*; certainly, many of the Scotch pronounce this word as Grā'me." He refers to Blair's use of the word *lair*. Do *Græme* and *lair* contain the same sound? This might have been very easily and satisfactorily settled by a reference to Gildersleeve's Primer, page 6, where the author gives *æ* = *æ* in *Græme* = *a* in *fame*.

157. But why undertake to prove a want of harmony among those who insist on reform, when the fact is not only virtually but really confessed by some of the most enlightened defenders of the new system? For instance, the writer last quoted makes this admission: "Since, phonetically, *e* lies between *a* and *i*, this difficulty seems to me to belong to the class of those to be settled by time, much in the same way as the dispute must be decided between English and American '*half*.'" Make a note of it that he confesses there is a *difficulty to be settled by time*. This is an ingenuous and truthful confession, and one that ought to be made by every Roman Latinist in America. There is no escaping it. Our point is made: there is a hopeless want of harmony upon the above issues which are vital to a phonetic system. The hope of a future harmony might be allowed were we dealing with an ideal case, but, unfortunately for the Romanists, our business in this discussion is with the past, to whose crystallized forms no additions of importance are likely to be made, and from whose dead organisms the vocalization of living utterance has forever fled. The confusion of those ideal schemes leaves us in a state of bewilderment from which, it would appear, nothing less than the resurrection of a Roman more perfectly representing the native language than even Cicero or Varro, if the Latin was settled in its phonetics, would be able to release us.

158. Again, Professor Blair, on page 56 of his "Latin Pronunciation," takes issue with Professor J. F. Richardson as to the sound of *æ*.

He says:

"In the face of these statements, and in spite of all the evidence of a changed orthography, Professor Richardson ('Roman Orthoepy,' New York, 1859) lays down the law, '*æ* (= *ai*) sounds like *ay*, the English adverb of affirmation.' Will he render Virgil's *Æææ* after this fashion? (*vid.* Æneid, III, 386). And with

his *qu* = *k*, will he read, Infernike lacus *Ayayayk* insula *Kirkay*"? The line referred to runs thus: "*Infernique lacus Æœque insula Circœ.*" Richardson wrote in 1859; Blair, in 1873. The quotation given carries its own comment as to how far they agreed on the diphthong *œ*. We tender thanks to Professor Blair for the statement which he has put in our possession. The advocates of reformed pronunciation, they themselves being the witnesses, do not agree. But enough on the diphthong *œ*.

159. When reduced to practice in the class-room, observe how these differences become painfully evident. For illustration, take the nominative plural of hora, *horæ:*

* Horæ = *hoe-ray.* Blair, Gildersleeve, and others.
Horæ = *hoe-rye,* Harkness, Richardson, and others.
Horæ = *hoe-rah.* *A* = *a* in *half* = *a* in father. Roby.

Professor W. G. Richardson, in criticising the "Three Pronunciations of Latin," makes this significant admission: "*Æ* is rather bad, but by no means a Cannæ." Coming from such a careful and accomplished scholar as he is, this means something.

160. † Blair gives *oe* = *o* in *world* or *i* in *whirl.*
‡ Gildersleeve, *oe* = *ae* in *Graeme* = *a* in *fame.*
* Harkness, *oe* = *oi* in *coin* = *oi* in *coil.*
‖ Haldeman, *oe* = vowel-sound in *showy;*
and says: "If *showy* and *clayey* were monosyllables,

* Who can tell whether the old Romans (according to the reformed mode) pronounced the pronoun "*hae, hay, high,* or hăă"?
† Blair's Latin Pronunciation, p. 127. ‡ Grammar. * Ibid.
‖ Affixes to English Words, pp. 19, 20.

they would contain the Latin OE and EI." Among others, he quotes these two lines from "Living Latin":

> "To these we add that English words like *showy*
> Contain the Portuguese and Latin OE."

161. Is the vowel-sound in *world, fame, coil,* and *showy* the same? Surely not. The differences thrust themselves on even a casual observer. But what do the advocates of the new system say about this? Roby says, comparing the Latin and Greek *oe* and *oi,* "But the Latin sound is much more doubtful."* Again, "The sound of *oe* is somewhat perplexing." † He finally concludes that the stress should be laid on the *o* rather than on the *e.* ‡ Peile says, "The nearest sound we have is perhaps that of 'boy.'" The word is *perhaps.** Professor Twining is still more to the purpose when he uses this language: "I do not wish to underrate the differences in these two cases (*ae* and *oe*), especially as I have within a few years changed my own practice and accepted probably archaic but distinctive sounds as having better claims in theory than the past classical corruptions, and as being preferable in practice to such intermediate sounds as English organs do not easily make." ‖ Here the want of harmony insisted on is confessed, and a change in practice is frankly admitted. How does Professor W. G. Richardson meet the difficulty? Here is his answer: "*Oe* is not worth a pinch of Napoleon's snuff, especially since our revised orthography has expunged it from those oft-recurring words *coelum, poenitet, coena,* etc." Truly,

* Roby's Grammar, p. lxx. † Ibid. ‡ Ibid.
* Peile's Greek and Latin Etymology, p. 266.
‖ "The Western," July–August, p. 418.

this modern Alexander wields a Damascus blade in cutting his Gordian knots in the Latin pronunciation. If the reformers can only eliminate *oe* from the language, then truly this one difficulty has been removed. Will Mayor and Roby, Haldeman and Blair, and others, meet a difficulty in this way? We venture a decisive negative. But Professor Richardson ("Courier-Journal," April) says, "A brand-new type of philology has been let loose on this planet, a thing of life and joy forever." Yes, and an infinite pity it has been let loose at all, if it proposes to remove difficulties in the way indicated above. This accomplished linguist does not propose to settle all disputed questions in this manner. It may be, however, that this is a philological pleasantry. The truth of history entitles us to expect of antiquarians that the monuments of the past shall not be mutilated or transmuted so as to respond to modern notions, as thereby their actual value as teaching monuments is destroyed.

162. Schliemann does not venture to change the relics he finds in Hissarlik or Mycenæ, but simply reports them as they are, whether he understands them or not. Were these diphthongs transmitted from the ancient Latin as unintelligible as the whorls Schlieman finds, as viewed in their relation to ancient Aryan customs, still historic piety must dictate their literal preservation.

163. The enigmas of the past are not to be trampled under our feet, nor rudely pushed aside, as we know not what revelations may ultimately be made to us through the very perplexities to which they give rise.

164. The difference in regard to *oe*, indicated above, will appear in pronouncing the word *coelum*.

Coelum = *kuy-loom* (*u* = vowel-sound in *whirl*). Blair.

Coelum = *kay-loom* (*a* = *a* in *fate*). Gildersleeve.

Coelum = *koy-loom* (*oy* = *oi* in *coil*). Tafel, etc.

Coelum = *kowy-loom* (*owy* = *owy* in *showy*). Haldeman.

165. Again, notice the difference of opinion and usage in regard to the letter *v*.* The question among the new "Romans" is whether *v* shall be pronounced like *w* or like the labio-dental *v*. Unquestionably the difference is a wide one, and rests mainly on diverse phonetic theories. The two parties among the Romanists, resting on diverse theories, have from the beginning held their ground so tenaciously as to render agreement simply impossible. Difference in theory, and also in usage, is confessed by all scholars throughout the world. Hence it seems wholly unnecessary to discuss this point at any length. Those wishing to examine the matter may refer to Roby's "Grammar," Peile's "Greek and Latin Etymology," and Professor Twining's article in "The Western," already mentioned. A very brief examination will verify the remark of A. J. Ellis, in his work on "Early English Pronunciation": "The sound of *v* in ancient Latin is a matter of dispute."

166. Gildersleeve says the sound was nearer our *w* than *v*; and still more like *ou* in the French *oui* (we).

Blair gives as a result of his investigations, that *v* = English *v*, when it began a word or syllable; but after *s*, *g*, and *q*, and followed by a vowel, it had the sound of *w*, e. g.:

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* See sections 376; 110–112; 167.

Validus = *val-i-dus.*
Vulgus = *vul-gus.*
Servus = *ser-vus.* V = English *v.*
But suavis = *swa-vis.*
Lingua = *lin-gwa.*
Quamquam = *qwam-qwam.*

Roby gives *v* invariably the sound of *w*. He uses these words by way of illustration:

Crevi = *kreh-wee* = *cray-wee.*
Jovis = *Yo-wees.*
Civitates = *kee-wee-tah-tace.*
Veni = *weh-nee* = *way-nee.*
Vidi = *wee-dee.*
Vice = *wee-kay.* (See Blair's "Pronunciation" and Roby's "Grammar.")
v = English *v.* Tafel.
v = *w.* Bartholomew.
v = English *v.* J. F. Richardson.
v = *w.* W. G. Richardson.

Corssen seems inclined to the belief that *v* sometimes sounds like our *v*. (Roby, p. 42.) As might be expected, usage in the American schools lays no claim to uniformity.

167. But pause a moment. Some of the Continental nations can not make the sound of *w* at all; hence, if English and American scholars insist on sounding *v* = *w*, then the idea that the REFORMED PRONUNCIATION is to become universal is worse than Utopian; ay, it is a physical impossibility over a large part of Continental Europe. If the enthusiastic reformers are right and have found and resurrected the real *Ancient Pronunciation*, is it not a pity that whole nations, some of them the most learned on earth, will

never be able to use it? In French, Spanish, Portuguese, and Italian, *v* = *v* in English. These languages look back to a common ancestor, the stately and imperial Latin, but they can never fully utilize the results of this "new philology that has been let loose" in the last twenty-five years.

168. This perilous condition of affairs is relieved by the proposition of A. J. Ellis ("Academy," No. 19), who advises that English speakers of Latin should not pronounce *v* like *w*, *because it is needless to adopt a sound which Continental nations can not produce.* Whatever their theories may be, though demonstrated, whatever their arguments may be, even if unanswerable, those who hold that *v* = *w* must abandon their ground, sacrifice the results of laborious research, and adapt themselves to Nature's order of things on the Continent. Thus only can uniformity be attained with the Romanic nations. Is it not a little strange that these nations have lost the power of uttering one of the sounds used by a common progenitor? Let it be remembered here, that those who urge that *v* = *w* tell us that they are producing the sounds as they fell from the lips of Cicero, Virgil, and Horace.

169. To return to our proposition. At present there is no harmony. If harmony is ever to be realized in the future, one party in this controversy over *v* must abandon their ground, whether right or wrong. As the case now stands, some phases of the discussion are not far removed from the ludicrous. Either English and American scholars must abandon *v* = *w*, or the Continental nations must learn to pronounce *w*.

170. There are other differences, not so striking it may be, but such as demand consideration on the part

of those who have adopted the "Roman reform," and especially on the part of those whose faith, under the eloquent and daring intrepidity of the reformers, has been at all shaken as to the comparative fixedness and superiority of the English system.

M.

171. Lesuer and W. G. Richardson never suppress *m*, but insist on pronouncing it softly. Ellis and Haldeman, on the other hand, think it is on a par with the French nasals. Professor Richardson says, "I don't wish to incorporate any more foreign elements into my system than the truth *demands*."

PH, TH, CH.

172. There are shades of difference very clearly marked in the sound of these letters, but it is not our purpose to pursue to any great extent these minor points. They make some revelations, however, stand out very prominently. One of these revelations is that each reformer seems to feel warranted in warping the New (so-called) System into harmony with his own peculiar views as to how it ought to be. Ever since Professor Haldeman wrote his "Latin Pronunciation" in 1851, down to Professor Twining's review in "The Western," in 1878, every Roman Latinist, who has written at any length on the subject, has felt impelled to make known his "individualisms," to make it clear that *he* has views of his *own* in the matter of how the ancients pronounced Latin. They defer to no common standard. Every man is a "law unto himself." Any science taught in American institutions to-day, that was marred by so many "individualisms," would lose caste, and run the risk of being put at once in the

"Index Expurgatorius." The whole case reminds one of the incisive sentence of Dr. Jex-Blake: "I think reformed Latin pronunciation is a mere waste of time, and if done on a fictitious professor-made plan, absurd." How far this remark applies to America, let every scholar determine by an appeal to facts. Some instructors in Latin take up the impression that because the so-called "Roman" mode is new, bold, and aggressive, numbering among its followers some linguists of very great ability, it must necessarily be founded on a rock. Not so. Indeed, it would seem that even among scholars it were possible to have a second confusion of tongues as at Babel. The mutual destruction wrought among the advocates of the so-called Roman mode, by their differences of opinion, might recall the story of Cadmus and the dragon's teeth.

173. What has been said is sufficient to show the perplexing diversity in both theory and practice among those favoring the Restored Method. Take in addition, however, another fact. In 1873, Professor Haldeman read before the American Philological Association an article on "The Pronunciation of Latin as presented in Several Recent Grammars." Of Roby he says:

"His adoption of *o aperto* interferes with the law of interchange with *u* (*oo*), and turns *oe* into '*oy*' of boy, instead of '*ōy*,' as in Portuguese *oito*, eight."

Further, "Bartholomew's Grammar is very near the Roman standard, but *cui* (coo-y) is compounded with *qui* (kwee), *oe* (ōy) is made *oi* of coil, the long and short *e* and *i* have different powers assigned them, and *z* is given as *ds*, or *sd*."

Of Blair he remarks: "The diphthongs *ae* and *oe* are made vowels, *eu* has the strange perversion of *ew* in pew, and *ph*, etc., are made post-aspirates. The compositions with French and German sounds are contradictory and unreliable."

174. All the scholars referred to in these quotations adopt the Latin method, as does also Professor Haldeman. These criticisms, therefore, reveal the lack of uniformity already noticed.

175. Here Professor Haldeman takes to task every grammarian or writer who for some years preceding 1873 had set forth in detail his views on Roman orthoepy, and, if he makes any point at all, shows that in some particular every one of them was wrong. Some reformers say that the differences noticed above are "insignificant."

176. Professor Haldeman, the learned and accomplished pioneer of the new method in America, would never have consumed the time of such a body as the American Philological Association by asking attention to mere shades of diversity that were "insignificant." The least that can be said is that there is no phonetic consistency among the scholars on the "Roman" side, and even if this argument could be established, no living man can show that their theoretical phonetics can trace their pedigree back through seventeen centuries, until the sounds now called "Latin" are in harmony with the realities of the ancient tongue.

177. This brings us face to face with rather a singular phenomenon in this discussion, and yet a phenomenon that has escaped many teachers not only on the side of reform, but also among those who hold to

the English method. In "The Western" (page 417) is found this statement: "It may be observed, also, by way of general limitations, that the Roman system, as it is now offered for acceptance, is not to be charged with all the diversities which appeared when the views of scholars were crude and tentative." Surely a *coup de grace* that, and from a Romanist too. Hear him further: "Ten years ago Professor Thacher might call attention to the Tafel scheme of pronunciation, as compared with that of J. F. Richardson; it is rather late to reproduce the comparison to-day." Look at it. Richardson wrote in 1859; Tafel, in 1860; their schemes played havoc with one another. But, says Professor Twining, the system "as now offered for acceptance" is not to be charged with their "diversities," their views were "*crude*" and "*tentative.*" "Tempora mutantur et in illis mutamur." This, again, is a confession of what we have in hand—a notorious want of harmony. This is not all yet. W. G. Richardson, one of the best informed Roman Latinists in the world, in the spring of 1878, in a letter now in hand, uses these words: "J. F. Richardson's little book was the last ounce that broke the camel's back." He is speaking of his change from the English to the "Roman" method. He does not consider J. F. Richardson's work "crude" and "tentative." On the other hand, it was the very instrument used in his phonetic conversion; "it broke the camel's back." It is noteworthy here that two able advocates of the same mode put a totally different estimate on their pioneer writers. According to one, these writers are entitled to the highest consideration; the other would have us believe that their diversities are not to

be charged home on the system as now offered. "Sub judice lis est."

178. In the light of the preceding facts, we can see how much credence is to be extended to an assertion often used by the advocates of the new mode—viz., that "the Roman mode teaches us how to reproduce Cicero's sounds, and that German scholars have proved this." And this assumption comes, too, right in the face of conceded and obtrusive diversities; in the face of the admission that the phonetic method has been tentative and that time is necessary to entire harmony; and confronted on all sides by the well-established fact that all that the ablest reformers pretend to claim is that they are going on to perfection. Some in their ardor evidently undertake *quod ferre recusent humeri.*

179. The reply made to this want of agreement is ingenious but not tenable. The resurrectionists say it is like the skeptic's answer to the preacher, "You preachers agree among yourselves, and then talk to us, etc."

180. This would come with some degree of force if the cases were parallel; but they are not. Evangelical ministers, the world over, agree in all fundamental points; but "Roman" Latinists do not, and for proof refer to the incontrovertible positions already laid down. Preachers, too, have a common and inspired standard; the radical reformers have no standard; each one estimates the probabilities for himself, and then tinges the system with his own personal views. These revolutionists must trace the phonetic pedigree of every letter through seventeen centuries, when none know better than the able scholars on that side, that if a grammarian seventeen centuries ago had made an avowed attempt to indicate to us in writing the difference between *th* in *this*, and *th* in *thick*, he would have undertaken what every orthoepist feels would have been an impossibility. Learning by imitation is one thing; by description is quite another thing. There is a wide difference between a preacher and a revolutionary reformer in Latin pronunciation.

181. It may be noticed that Tafel gives *c* before *e*, *i*, and *y* = *ts*.

If this be true, then *c* did not always have the sound of *k*. Again, it might be asked why did the Romans spell *pulcher* with an *h*, if *pulcer* had the same sound? Professor Haldeman replies, "The sounds were different, but the learned in Greek preferd the Greek form which the peopl coud not pronounce."

182. In the light of what has just been shown, and in the light of what is conceded by those best qualified to judge, we repeat the question, asked in section 40: Do we know the *true ancient pronunciation* of Latin? In view of the differences among the friends of the so-called Latin mode, are we not justified unhesitatingly in entering a negative answer?

CHAPTER VI.

THE OPINIONS OF THE ADVOCATES OF THE SO-CALLED ROMAN METHOD AS TO THEIR HAVING REACHED THE TRUTH.

183. LET us turn from argument and hear what the best-informed and most distinguished devotees of the new system claim for it :

"The above scheme is not claimed to be the exact Roman orthoepy—the nature of the case must always preclude such absolute knowledge." (Professor Tracy Peck, Yale College.)

"Its supporters do not claim perfection for it." (Klapp, in the Preface to his "Notes.")

In speaking of the change in his own case from the English to the phonetic, Professor W. G. Richardson says : "I naturally cast anchor in the Roman sea. Here I find the waters blue, the corals just as in the Bay of Naples, exceedingly beautiful, while there are here and there some sharp ledges of rock. 'Nihil est ab omni parte beatum.'" One of these ledges of rock is given above when he admits *ae* to be a bad case.

But let us translate his Latin. *Nothing is blessed or perfect on every side*—i. e., there is no state or condition of life without its disadvantages, and this, too, even in the Roman sea !

"The following is a summary statement of the *probable* prununciation of educated Romans in the period from Cicero to Quintilian, say 70 A. C. to 90 P. C." (Roby, p. lxxvii.)

184. Professor Twining admits that "the views of scholars were crude and tentative" ten years ago, and that there are some things that can be settled only by time. ("The Western," pp. 417, 418.)

185. "The existing materials on Latin pronunciation are sufficiently explicit to teach it better than French can be taught by books alone without the aid of oral instruction." (Haldeman's "Latin Pronunciation," p. 6.).

186. It is a fact known universally among French scholars that a man who learns French from books alone can not lay claim to even the lowest respectability in the use of the language. Such a point needs no discussion. Professor Haldeman's assertion, admitted in its widest extent, proves nothing at all to his purpose. If the followers of the new mode approximate the ancient Romans no nearer than an American, with books alone, can approximate the Parisian French, then the whole attempt at reform ought to be abandoned as an unqualified failure.

187. Mr. Tetlow, in the "New England Journal of Education" for December 26th, gives an admirable illustration of learning a language from books alone. He says : "Permit me, in this connection, to quote a passage from Hamerton's 'Intellectual Life.' The author is speaking of a Frenchman who had studied English from books alone. He says :

188. "'Most of our great authors were known to him, even down to the close, critical comparison of

different readings. Aided by the most powerful memory I ever knew, he had amassed such stores that the acquisitions, even of cultivated Englishmen, would in many cases have appeared inconsiderable beside them. But he could not write or speak English in a manner tolerable to an Englishman ; and although he knew nearly all the words in the language, it was dictionary knowledge, and so different from an Englishman's apprehension of the same words that it was only a sort of pseudo-English that he knew, and not our living tongue. His appreciation of our authors, especially of our poets, differed so widely from English criticism and English feeling, that it was evident he did not understand them as we understand them. Two things especially proved this : he frequently mistook declamatory versification of the most mediocre quality for poetry of an elevated order ; while, on the other hand, his ear failed to perceive the music of the musical poets, as Byron and Tennyson. How *could* he hear their music, he to whom our English sounds were all unknown ? Here, for example, is the way he read 'Claribel.'

189. "I take the liberty of reading the correct form, line by line, with the distorted, lest in the travesty you fail to recognize the original :

"At eve the beetle boometh
Athwart the thicket lone :
At ev ze bittle bommess
Azvart ze zeeket lon :

"At noon the wild bee hummeth
About the mossed head-stone :
At none ze veeld bee ommess
Aboot ze most edston ;

"At midnight the moon cometh
And looketh down alone.
At meedneeg ze mon commess
An lokez dovn alon.

"Her song the lint-white swelleth,
Ere songg ze lintveet svelless,

"The clear-voiced mavis dwelleth,
Ze clirvoiced mavi dvelless,

"The fledgling throstle lispeth,
Ze fledgling srost lispess,

"The slumbrous wave outwelleth,
Ze slombroos vav ootvelless,

"The babbling runnel crispeth,
Ze babblang ronnel creespess,

"The hollow grot replieth,
Ze ollov grot replee-ess,

"Where Claribel low lieth.
Vere Claribel lov lee-ess."

190. These articles of Mr. Tetlow have been written within two months past; they present the new system in its most plausible phase, and furnish us, in the quotations made, an answer to Professor Haldeman's plea for the new system, that leaves nothing to be desired in addition. A Frenchman can not learn English from books, *and especially* its phonetics ; an American can not learn French from books ; and no man living can learn the phonetics of the ancient Latin from books. If not from books, where is he to go ? Let some New "Roman" tell us.

191. Take one more illustration. Professor W. G. Richardson, under date of May 3d, in the "Co-

lumbia Statesman," says: "Professor Leonard must anglicize his speech to com-ment vowss por-tez vowss. . . . I have a literary friend who actually pronounces thus. He learned 'French without a master.' Fortunately, he is very deaf, and knows little of the effect of his peculiar phonetics." The reformers are thoroughly sound when they handle any other language than the Latin. The two illustrations just made exhibit vividly how near we can approach the phonetics of a language from books alone.

192. "As the best native speakers of Latin differed among themselves in theory and practice, but labored harmoniously and to the end to come nearer to the ideal pronunciation, so there is no ground for discouragement or for detraction, if those who would restore the ancient pronunciation still differ in many points, and perhaps in all points fall below the true standard" (Professor Tracy Peck).

193. "The sign *oe* is representative of the most unstable, and therefore the most uncertain of all the Latin vowel-sounds." (Professor Blair, section 104.) "There is certainly a consolation for our ignorance in the belief that the Romans themselves did not know for any length of time together a certain sound for this diphthong" (Blair, section 109).

194. "I doubt whether we are likely to come any nearer to such a standard than what would make our reading of Latin a barbarous and painful travesty to a Roman ear—something like the average grammar-school French to a Parisian" (J. H. Allen; see letter, section 353). "But as a method of pronunciation for practical use, I do not believe it is worth one tenth of the trouble, irritation, and ridicule it has cost, even

if the end could be attained, and if that end were desirable" (Allen's "Query," section 352).

195. "Our knowledge is far too meager to enable us really to recover the old pronunciation as it existed (say) in the time of Cicero" (Principal of Eton College, Windsor, England, section 249).

196. Let any one calmly read the quotations above given from Roman Latinists,* and he will be made to feel that they do not claim to stand on a satisfactory or firm foundation; that not one of them holds that the system, in its entirety, rests on an adequately ascertained basis; that they admit virtually and really that, while some things are regarded as fixed, others are doubtful, and still others are perplexing and destitute of proper proof, "and perhaps in all points fall below the true standard." These admissions, made either directly or indirectly, correspond in the main to the positions before enunciated in this discussion.

THE CLASS-ROOM.

197. The reply may be made that while grammarians differ, the universities and colleges adopting the "Roman" are nearly uniform in class-room. Unfortunately, however, the want of harmony in actual practice is even more glaring than on the printed page, for many of those who have introduced the system seem to feel at liberty, in the exercise of an eclecticism peculiar to this subject, to accept a part of the theory, or reject a part, just as each one's own judgment may dictate. In the University of Kentucky, as we learn by a letter dated December 27, 1878, *ae*

* Excepting the Principal of Eton College, section 249.

and *oe* are sounded like *a* in *fate;* while at Princeton, New Jersey, *ae* is pronounced like *aye* = English long *i*, and *oe* is pronounced as *oi* in *coil.* The same is true of *v* and other letters already noticed. What Professor Mayor, of Oxford, England, says of his country in speaking of the new system, is emphatically true in America, viz., "In practice there is great diversity."

198. "Grammatici certant at adhuc sub judice lis est."

A very accurate scholar, after much experience in the class-rooms of the university, writes: "In preparing a new edition of 'The Three Pronunciations,' perhaps the following facts relative to the pronunciation of Latin used at the Johns Hopkins University will be of interest:

"The diphthong *eu* is sounded as the German *ü*, or French *u*.

"The diphthong *ae* is sounded as *a* in *made.* Formerly this was sounded as *i* in *fine.*

"The letter *v** is given the same sound as in English."

199. The facts above given bear the date of June 12, 1884. The distinguished scholars in that seat of learning have *within two years past changed* the pronunciation of *ae*† from *i* in *fine* to *a* in *made.* Most writers insist that *v* has the *w-sound*, and yet at Johns Hopkins it is uniformly sounded as in English.

The following, from the pen of the distinguished President of the University of Missouri, is pertinent: "I will venture to express the opinion that professors are not at liberty to teach their unrecognized individualisms as part of a system. Those youth are exceedingly unfortunate who are made the subjects of class-room experimentation, in the interest of empirical noveltics. Individual opinions are not properly taught as a part of science; for when they become a part of science by virtue of the recognition of the great body of specialists or experts, then they cease to be individualisms. The classics are entitled to equal protection against empiricists. Is it not true that the indeterminate and tentative element is in the so-called Roman in excess of every other method? This is fatal to a preference for it."

* Sections 165–167, 376. † Sections 155–159.

200. In an able address by Professor McAnally, of the Department of English Literature, Missouri University, occur the following passages in reference to the mutations constantly going on in language. His remarks are very suggestive as to the German, which is claimed to be a phonetic language:

"The truth is, that nothing is slower, more insidious, or more unnoticed in its action, than the change that is constantly going on in language. One generation of men passes away, another generation comes, and each man believes with all the earnestness of conviction that he speaks the language of his fathers, when in truth he does nothing of the kind. He does not even speak the language of his youth, much less that of his father's youth, for in his own mouth and without his knowledge the change is being effected. The pronunciation of words is being constantly but slowly changed. No one now says 'greet' for great, yet less than a hundred years ago it was so pronounced.

201. "Illustrations of the fact that linguistic

changes of a more general character have taken place in the past are furnished by several historical facts. The most curious of these was probably the 'Refugee French.' After the revocation of the Edict of Nantes, large numbers of Huguenots fled from France, and, taking refuge in the cities of Holland and England, formed colonies, the members of which associated solely with each other, and carried on by means of agents the purchase of material, and sale of the products they manufactured. They thus, in many cases, almost isolated themselves from their surroundings, but persisted in speaking the French language.

202. "This state of things continued for three or four generations, when it was discovered that, while the French language at home had undergone material changes, the French of these refugees had remained *in statu quo*, with the exception of an occasional and accidental foreign word; in other words, its growth had ceased, while the growth of the language at home had continued, and when some of these refugee people went home a century later, their pronunciation and grammatical constructions were as antiquated as would be for us the English of Ben Jonson.

203. "Another fair illustration is furnished by the history of a party of Germans from a minor state in the empire, who settled in a mountain-valley of Pennsylvania before the American Revolution, and during the French revolutionary wars remained isolated from Europe. So remarkable was the result of this isolation that many years ago, when Prince Bernhard, of Saxe-Weimar, while on a tour through this country, visited the settlement, he found German still spoken, but a similar phenomenon was noticed

as in the case of the refugee French. The German they spoke was that of a previous age."

Our having the anatomy of a language does not put us in possession of its physiology. We may have the sign, but not know what it signified.

The contents of this and the preceding chapter present adequate reasons for answering in the negative the second question contained in section 40, viz.: "Shall we adopt the so-called Roman system as now offered?"

Professor Haldeman says, "The want of harmoni is greatli du to the absence of fonetic knowledge, and to a vernacular influence which warps the judgment in reading the ancient grammarians." (Ed. "Weekly," February 19, 1880.)

This may be very true, but at this point we are mainly concerned with established facts.

CHAPTER VII.

USAGE IN AMERICA.

215. EIGHT years ago the Bureau of Education, at Washington City, made inquiries to ascertain the usage of American universities and colleges. Two hundred and thirty-seven institutions responded. The results of the correspondence were tabulated by Professor Richardson, of Central University, Kentucky. The work was completed in October, 1876:

216. *Universities and Colleges.*

I. LATIN OR ROMAN.

NAME.	PLACE.
Howard College	Marion, Ala.
St. John's College of Arkansas	Little Rock, Ark.
University of California	Oakland, Cal.
Columbian University	Washington, D. C.
University of Georgia	Athens, Ga.
Abingdon College	Abingdon, Ill.
Illinois Wesleyan University	Bloomington, Ill.
Monmouth College	Monmouth, Ill.
Northwestern College	Naperville, Ill.
Indiana University	Bloomington, Ind.
Indiana Asbury University	Greencastle, Ind.
Northwestern Christian University	Irvington, Ind.
Moore's Hill College	Moore's Hill, Ind.
Ridgeville College	Ridgeville, Ind.
Upper Iowa University	Fayette, Iowa.
Humboldt College	Humboldt, Iowa.
Cornell College	Mount Vernon, Iowa.

NAME.	PLACE.
Oskaloosa College	Oskaloosa, Iowa.
University of Kansas	Lawrence, Kan.
Centre College	Danville, Ky.
Kentucky Military Institute	Farmdale, Ky.
Kentucky University	Lexington, Ky.
Kentucky Wesleyan University	Millersburg, Ky.
Central University	Richmond, Ky.
Johns Hopkins	Baltimore, Md.
Bethel College	Russellville, Ky.
Louisiana State University	Baton Rouge, La.
Western Maryland College	Westminster, Md.
Boston University, College of Liberal Arts	Boston, Mass.
University of Michigan	Ann Arbor, Mich.
Kalamazoo College	Kalamazoo, Mich.
University of Mississippi	Oxford, Miss.
Yale College *	New Haven, Conn.
Central College	Fayette, Mo.
Rutgers College	New Brunswick, N. J.
College of New Jersey	Princeton, N. J.
Cornell University	Ithaca, N. Y.
Columbia College	New York, N. Y.
University of the City of New York	New York, N. Y.
University of Rochester	Rochester, N. Y.
Union College	Schenectady, N. Y.
Trinity College	Trinity, N. C.
Wake Forest College	Wake Forest, N. C.
Ohio University	Athens, Ohio.
Baldwin University	Berea, Ohio.
University of Cincinnati	Cincinnati, Ohio.
Ohio Wesleyan University	Delaware, Ohio.
Hiram College	Hiram, Ohio.
Willoughby College	Willoughby, Ohio.
Wilmington College	Wilmington, Ohio.
Antioch College	Yellow Springs, Ohio.
Corvallis College	Corvallis, Oregon.
Pacific University and Tualatin Academy	Forest Grove, Oregon.
Pennsylvania Military Academy	Chester, Pa.
Haverford College	Haverford, Pa.
University at Lewisburg	Lewisburg, Pa.
Mercersburg College	Mercersburg, Pa.

* See conclusion, section 397.

NAME.	PLACE.
Westminster College	New Wilmington, Pa.
Swarthmore College	Swarthmore, Pa.
Newberry College	Walhalla, S. C.
Southwestern Presbyterian University	Clarksville, Tenn.
University of Deseret	Salt Lake City, Utah.
Middlebury College	Middlebury, Vt.
Randolph Macon College	Ashland, Va.
Emory and Henry College	Emory, Va.
Hampden Sidney College	Hampden Sidney, Va.
Washington and Lee University	Lexington, Va.
University of Virginia	University of Virginia, Va.
College of William and Mary	Williamsburg, Va.
Bethany College	Bethany, West Va.
Galesville University	Galesville, Wis.
University of Wisconsin	Madison, Wis.
Racine College	Racine, Wis.

217. II. CONTINENTAL.

Missionary College of St. Augustine	Benicia, Cal.
St. Vincent's College	Los Angeles, Cal.
St. Mary's College	San Francisco, Cal.
Santa Clara College	Santa Clara, Cal.
Colorado College	Colorado Springs, Col.
Georgetown College	Georgetown, D. C.
Howard University	Washington, D. C.
Bowdon College	Bowdon, Ga.
St. Ignatius College	Chicago, Ill.
University of Chicago	Chicago, Ill.
Eureka College	Eureka, Ill.
Wartburg Seminary	Mendota, Ill.
St. Joseph's College	Teutopolis, Ill.
Bedford College	Bedford, Ind.
Concordia College	Fort Wayne, Ind.
Union Christian College	Merom, Ind.
University of Notre Dame du Lac	Notre Dame, Ind.
St. Meinrad's College	St. Meinrad, Ind.
St. Bonaventure's College	Terre Haute, Ind.
Norwegian Luther College	Decorah, Iowa.
Iowa Wesleyan University	Mount Pleasant, Iowa.
Western College	Western College, Iowa.
Eminence College	Eminence, Ky.

NAME.	PLACE.
St. Mary's College	St. Mary's, Ky.
St. Charles College	Grand Coteau, La.
Jefferson College (St. Mary's)	St. James, La.
Bates College	Lewiston, Me.
Albion College	Albion, Mich.
Hope College	Holland City, Mich.
Shaw University	Holly Spring, Miss.
Christian University	Canton, Mo.
St. Vincent's College	Cape Girardeau, Mo.
Lincoln College	Greenwood, Mo.
Christian Brothers' College	St. Louis, Mo.
St. Louis University	St. Louis, Mo.
University of Nebraska	Lincoln, Neb.
St. Bonaventure's College	Alleghany, N. Y.
Wells College	Aurora, N. Y.
St. Joseph's College	Buffalo, N. Y.
Hobart College	Geneva, N. Y.
Vassar College	Poughkeepsie, N. Y.
Rutherford College	Happy Home, N. C.
North Carolina College	Mount Pleasant, N. C.
Mount St. Mary's Seminary of the West	Cincinnati, Ohio.
Ohio Central College	Iberia, Ohio.
Mt. Union College	Mount Union, Ohio.
Franklin College	New Athens, Ohio.
New Market College	New Market, Ohio.
Richmond College	Richmond, Ohio.
Heidelberg College	Tiffin, Ohio.
Urbana University	Urbana, Ohio.
Geneva College	West Geneva, Ohio.
University of Wooster	Wooster, Ohio.
Xenia College	Xenia, Ohio.
Willamette University	Salem, Ore.
Lincoln University	Chester County, Pa.
Franklin and Marshall College	Lancaster, Pa.
St. Vincent's College	Near Latrobe, Pa.
Allegheny College	Meadville, Pa.
Furman University	Greenville, S. C.
East Tennessee Wesleyan University	Athens, Tenn.
Beech Grove College	Beech Grove, Tenn.
Christian Brothers' College	Memphis, Tenn.
Mosheim Male and Female Institute	Mosheim, Tenn.
Central Tennessee College	Nashville, Tenn.

NAME.	PLACE.
Texas Military Institute	Austin, Tex.
University of St. Mary	Galveston, Tex.
Austin College	Huntsville, Tex.
Marvin College	Waxahachie, Tex.
Roanoke College	Salem, Va.
West Virginia College	Flemington, W. Va.
West Virginia University	Morgantown, W. Va.
St. John's College	Prairie du Chien, Wis.
Northwestern University	Watertown, Wis.

218. III. ENGLISH.

Cane Hill College	Boonsboro', Ark.
University of the Pacific	Santa Clara, Cal.
Pacific Methodist College	Santa Rosa, Cal.
California College	Vacaville, Cal.
Trinity College	Hartford, Conn.
Wesleyan University	Middletown, Conn.
Delaware College	Newark, Del.
Atlanta University	Atlanta, Ga.
Blackburn University	Carlinville, Ill.
Carthage College	Carthage, Ill.
Northwestern University	Evanston, Ill.
Knox College	Galesburg, Ill.
Lombard University	Galesburg, Ill.
Hanover College	Hanover, Ind.
Illinois College	Jacksonville, Ill.
Lincoln University	Lincoln, Ill.
Shurtleff College	Upper Alton, Ill.
Westfield College	Westfield, Ill.
Wheaton College	Wheaton, Ill.
Wabash College	Crawfordsville, Ind.
Fort Wayne College	Fort Wayne, Ind.
Franklin College	Franklin, Ind.
Hartsville University	Hartsville, Ind.
Smithson College	Logansport, Ind.
Earlham College	Richmond, Ind.
University of Des Moines	Des Moines, Iowa.
Iowa College	Grinnell, Iowa.
Simpson Centenary College	Indianola, Iowa.
Iowa State University	Iowa City, Iowa.
Penn College	Oskaloosa, Iowa.

NAME.	PLACE.
Central University of Iowa	Pella, Iowa.
Tabor College	Tabor, Iowa.
Lane University	Lecompton, Kan.
Georgetown College	Georgetown, Ky.
Concord College	New Liberty, Ky.
Leland University	New Orleans, La.
New Orleans University	New Orleans, La.
Straight University	New Orleans, La.
Bowdoin College	Brunswick, Me.
Colby University	Waterville, Me.
Washington College	Chestertown, Md.
Amherst College	Amherst, Mass.
Tufts College	College Hill, Mass.
Williams College	Williamstown, Mass.
Adrian College	Adrian, Mich.
Olivet College	Olivet, Mich.
University of Minnesota	Minneapolis, Minn.
Carleton College	Northfield, Minn.
Westminster College	Fulton, Mo.
Hannibal College	Hannibal, Mo.
Thayer College	Kidder, Mo.
Washington University	St. Louis, Mo.
Drury College	Springfield, Mo.
Doane College	Crete, Neb.
Dartmouth College	Hanover, N. H.
St. Stephen's College	Annandale, N. Y.
Brooklyn Collegiate and Polytechic Inst.	Brooklyn, N. Y.
St. Lawrence University	Canton, N. Y.
Elmira Female College	Elmira, N. Y.
Madison University	Hamilton, N. Y.
Ingham University	LeRoy, N. Y.
Syracuse University	Syracuse, N. Y.
Kenyon College	Gambier, Ohio.
Denison University	Granville, Ohio.
Western Reserve College	Hudson, Ohio.
Marietta College	Marietta, Ohio.
Oberlin College	Oberlin, Ohio.
Otterbein University	Westerville, Ohio.
Philomath College	Philomath, Ore.
Muhlenburg College	Allentown, Pa.
Lebanon Valley College	Annville, Pa.
Lafayette College	Easton, Pa.

NAME.	PLACE.
Pennsylvania College	Gettysburg, Pa.
Western University of Pennsylvania	Pittsburg, Pa.
College of Charleston	Charleston, S. C.
University of South Carolina	Columbia, S. C.
Wofford College	Spartanburg, S. C.
East Tennessee University	Knoxville, Tenn.
Cumberland University	Lebanon, Tenn.
Maryville College	Maryville, Tenn.
University of the South	Sewanee, Tenn.
Southwestern University	Georgetown, Tex.
Henderson Male and Female College	Henderson, Tex.
Baylor University	Independence, Tex.
Waco University	Waco, Tex.
University of Vermont and State Agricultural College	Burlington, Vt.
Norwich University	Northfield, Vt.
Lawrence University	Appleton, Wis.
Beloit College	Beloit, Wis.
Milton College	Milton, Wis.
Ripon College	Ripon, Wis.
University of Missouri	Columbia, Mo.

219. *Preparatory Schools.*

I. LATIN OR ROMAN.

Oakland High School	Oakland, Cal.
Franciscan College	Santa Barbara, Cal.
Friends' Elementary and High School	Baltimore, Md.
Chauncy Hall School	Boston, Mass.
Private Classical School (J. P. Hopkinson)	Boston, Mass.
Public Latin School	Boston, Mass.
Day and Family School for young men (Joshua Kendall)	Cambridge, Mass.
High School	Cambridge, Mass.
High School	Concord, Mass.
Williston Seminary	East Hampton, Mass.
Mr. Knapp's Home School for Boys	Plymouth, Mass.
St. Paul's School	Concord, N. H.
Stevens High School	Hoboken, N. J.
Claverack Academy and Hudson River Institute	Claverack, N. Y.
Colgate Academy	Hamilton, N. Y.

NAME.	PLACE.
Cook Academy	Havana, N. Y.
Ithaca High School	Ithaca, N. Y.
Mr. Kinne's School	Ithaca, N. Y.
Kingston Academy	Kingston, N. Y.
Park Institute	Rye, N. Y.
Union Classical Institute	Schenectady, N. Y.
De Veaux College	Suspension Bridge, N. Y.
Rev. M. R. Hooper's Academy for Boys	Yonkers. N. Y.
The Brooks School	Cleveland, Ohio.
Milwaukee Academy	Milwaukee, Wis.

220. II. CONTINENTAL.

Oak Mound School for Boys	Napa, Cal.
California Military Academy	Oakland, Cal.
Jarvis Hall	Golden, Col.
Hopkins Grammar School	New Haven, Conn.
Norwich Free Academy	Norwich, Conn.
Allen's Academy	Chicago, Ill.
Preparatory Department of Griswold College	Davenport, Iowa.
English and Classical School for Boys (William N. Eayrs, A. B.)	Boston, Mass.
Greylock Institute	South Williamstown, Mass.
West Newton English and Classical School	West Newton, Mass.
Austin Academy	Center Strafford, N. H.
Princeton College Preparatory School	Princeton, N. J.
Charlier Institute	New York, N. Y.
Columbia Grammar School	New York, N. Y.
Dabney University School	New York, N. Y.
Preparatory Scientific School (Alfred Colin, M. E.)	New York, N. Y.
University Grammar School	New York, N. Y.
St. John's School	Sing Sing, N. Y.
Chickering Institute	Cincinnati, Ohio.
Milnor Hall (Kenyon College Grammar School)	Gambier, Ohio.
Germantown Preparatory School	Germantown, Pa.
Cumberland Valley Institute	Mechanicsburg, Pa.
Fewsmith's Classical and Mathematical School	Philadelphia, Pa.
Collegiate Institute	York, Pa.

NAME.	PLACE.
Kenmore University High School	Amherst C. H., Va.
Bellevue High School	Bellevue, Va.
Norwood High School	Norwood, Va.
Hanover Academy	Taylorsville, Va.

221. III. ENGLISH.

Talladega College	Talladega, Ala.
Hartford Public High School	Hartford, Conn.
Connecticut Literary Institution	Suffield, Conn.
Woodstock Academy	Woodstock, Conn.
South Georgia Male Institute	Dawson, Ga.
Burlington Collegiate Institute	Burlington, Iowa.
Edward Little High School	Auburn, Me.
Nichols Latin School	Lewiston, Me.
Maine Central Institute	Pittsfield, Me.
Franklin Family School	Topsham, Me.
Waterville Classical Institute	Waterville, Me.
Lebanon Academy	West Lebanon, Me.
Rockville Academy	Rockville, Md.
Phillips Academy	Andover, Mass.
Private Classical School (G. W. C. Noble, A. M.)	Boston, Mass.
Monson Academy	Monson, Mass.
Worcester Academy	Worcester, Mass.
Phillips Exeter Academy	Exeter, N. H.
Kimball Union Academy	Meriden, N. H.
New London Literary and Scientific Institution	New London, N. H.
Peddie Institute	Hightstown, N. J.
Cazenovia Seminary	Cazenovia, N. Y.
Fort Edward Collegiate Institute	Fort Edward, N. Y.
Chambersburg Academy	Chambersburg, Pa.
Easton Classical and Mathematical School	Easton, Pa.
Wyoming Seminary	Kingston, Pa.
Select High School (George Eastburn, A.M.)	Philadelphia, Pa.
Rogers High School	Newport, R. I.
Lapham Institute	North Scituate, R. I.
English and Classical School (William A. Mowry, A. M., and Charles B. Goff, A. M.)	Providence, R. I.
University Grammar School	Providence, R. I.

NAME.	PLACE.
Claflin University	Orangeburg C. H., S. C.
Burr and Burton Seminary	Manchester, Vt.
Wayland University	Beaver Dam, Wis.

222. SUMMARY.

	Colleges.	Preparatory Schools.
NEW ENGLAND STATES.		
English	10	21
Continental	1	6
Latin or Roman	2	9
MIDDLE STATES.		
English	13	7
Continental	9	11
Latin or Roman	13	11
SOUTHERN STATES.		
English	19	4
Continental	23	4
Latin or Roman	24	1
WESTERN STATES.		
English	44	2
Continental	37	5
Latin or Roman	29	2
PACIFIC STATES.		
English	4	
Continental	5	2
Latin or Roman	4	2

223. The word "Latin" is used of course in the sense of the word "Roman." Of the two hundred and thirty-seven, ninety used the English, seventy-five the Continental, and seventy-two the "Roman"; i. e., thirty-seven per cent use the English, thirty-two per cent the Continental, and thirty-one per cent the "Roman." Of the preparatory schools reporting, eighty-seven in number, thirty-four use the English, twenty-eight the Continental, twenty-five the "Roman."

224.* (Report of the Bureau of Education, pp. 481–497.)

Professor Richardson has executed his task in a most scholarly manner. His work was attended with difficulties which none but an orthoepist can appreciate. Obtaining exact information as to the pronunciation in use in the many institutions in America is a matter attended with no small difficulty. A large number pay very little attention to orthoepy; others take an eclectic course and can scarcely be classed at all (and this, too, when the instructor is not aware of the fact); still others avowedly adopt part of one mode and part of another. The Continental has several varieties, even in our own land; the mode that may be properly termed the "American Continental" is found in Chapter I. The so-called Latin or Roman is much modified by the opinion of the professor in charge of the class. Some institutions of great prominence permit the students to use any method they may choose.

Carelessness in such matters is almost unpardonable, especially in view of the fact that information is easily accessible, and even more especially because scholars recognize but three scholarly systems. Why not use either the English, or the Continental, or the Phonetic mode, following some good grammar or other competent authority?

Few changes have been made within the last five years, and these have been to the English or the Latin. For instance, Hanover College has adopted the English by action of the trustees, and Professor Peck has introduced the Roman at Yale. Any important variations from the tables given above may be found in an appendix.

* A letter from General Eaton, written recently (July, 1884), states that the Bureau of Education has no information later than what is here given.

226. It is but just to say that the report made by the Bureau of Education is only approximately true. The compiler seems to have anticipated this when he says, "As all Latinists are not necessarily orthoepists, and as the terms used are not always well defined, I fear I have made some errors in classification." For instance, Professor Johnson, of the University of the City of New York, under date of January 22, 1879, says, "You will rightly infer from the above that I do not regard the university as fairly belonging to the class of colleges in which the Roman method is adopted." In the same letter Professor Johnson states that he gives Professor Lane's rules for the pronunciation of Latin to the Senior Class while reading Lucretius, and that "the whole matter is one of curiosity rather." Some institutions, since the report was made, have either returned to the English method, or adopted it for the first time. The Missouri University has adopted the English within the past two years. The prediction is made that other changes will take place in some of the schools which now employ the new method, which has made many conquests in the last ten years, chiefly because of the following reasons: 1. Its name, *the Latin or Roman method;* 2. Its high pretensions as producing Latin sounds as they came from the lips of Cicero; 3. The aggressiveness of its advocates, coupled often with their celebrity as scholars; 4. The impression sought to be made by its friends, that its use was a kind of synonym for

progress and "advanced scholarship"; 5. The continuous repetition of the assertion that the new pronunciation has been adopted in the universities and great schools of England and Germany—an assertion utterly without foundation, as will be seen by a reference to the chapter on usage in England, an assertion, too, that no Roman Latinist in America can risk his reputation in making again; 6. The fact that English Latinists, feeling generally secure in their position, have not taken the pains to examine and publish the truth that the new system is largely theoretical, that the defenders do not harmonize in theory and in practice, and that the attempt to introduce it into some of the schools of England has proved a signal failure. As to Germany, the defenders of the innovation are challenged to name a single university or gymnasium where the system is adopted in its entirety. Everywhere in Germany where Corssen's method has been introduced, it has taken, like the chameleon, its coloring from its surroundings. It is hoped that for the sake of the profound scholarship on the "Roman" side, some celebrated school may be named somewhere within the pale of Christendom which does adopt in practice the whole theoretical system called the "Latin." The conviction is daily becoming more deeply fixed that the progress of the new mode will be checked in America just as rapidly as the crucial test shall be applied to its real merits, just as rapidly as its revolutionary and ruinous effects upon our mother-tongue can be appreciated by American scholars and teachers. This is established, too, by the very large number of letters received from friends of the old and settled English pronunciation

since the publication of the pamphlet on the "Three Pronunciations of Latin" six years ago. The so-called Roman system is not now making many conquests, and the assertion that its use means "progress and advanced scholarship" has lost its power.

227. A letter from Professor Thacher, of the Latin Department of Yale College, dated December 28, 1877, says:

"I am more convinced than ever, if possible, that the attempt to introduce the so-called Roman method of Latin pronunciation will prove a failure."

Professor Thacher made a thorough investigation of the new system as early as 1861. His opinion remains unchanged.

228. The oldest academy of its kind in America is Phillips Academy, at Andover, Massachusetts. This venerable and justly celebrated school held its centennial celebration in June, 1878, when fifteen hundred of its sons returned to its sacred halls to renew the hallowed associations of one hundred years. Such an assembly of distinguished men have rarely come together in the history of any school in the world. That academy has prepared more young men for college than any other in our country, and for an entire century has taught the English pronunciation of Latin. The same system is used there to-day. What academy in New England, or out of it, can point to such a roll of illustrious names? C. F. P. Bancroft, Ph. D., the present principal, a most able scholar and teacher, still clings to a pronunciation that has yielded such magnificent results in profound scholarship for generations past. His letter is of interest to teachers.

229. PHILLIPS ACADEMY, ANDOVER, MASSACHUSETTS, *January 27, 1879.*

Professor M. M. Fisher.

MY DEAR SIR: We have not found it necessary to change from the English pronunciation of Latin in preparing pupils for college, as many respectable colleges adhere to the old way, and some of those which "adopted" the new have used several methods, under various instructors, during the four-years' course. For most pupils the end proposed in studying Latin is not orthoepy nor orthography, and philological skill is not dependent on the accidents of utterance. Yours very truly,

CECIL F. P. BANCROFT, *Principal.*

230. Among those using the English are:

Trinity College, Conn.	Northwestern University, Ind.
Wabash College, Ind.	Iowa State University.
Bowdoin College, Me.	Amherst College, Mass.
Williams College, Mass.	University of Minnesota.
Washington University, Mo.	Dartmouth College, N. H.
Madison University, N. Y.	Syracuse University, N. Y.
Marietta College, Ohio.	Lafayette College, Pa.
University of South Carolina.	University of East Tennessee.
University of Missouri.	University of Vermont.

231. Prominent among the preparatory schools adopting the English are Phillips Exeter Academy, N. H., and University Grammar School, Providence, R. I.

The Continental is found in—

Vassar College, N. Y.	University of Nebraska.
Roanoke College, Va.	University of Chicago.
Wooster University, Ohio.	
And in all Catholic institutions.	

232. The Roman is used in—

Harvard University, Mass.	University of Kentucky.
University of California.	University of Michigan.
Princeton College, N. J.	Rochester University, N. Y.
Central College, Mo.	
And many others.	

At this time, usage is about equally divided among the three in this country.

233. The usage of other institutions may be seen by referring to the tables above given. Professor Caskie Harrison, of the University of the South, says:

"I still believe the *English* position to be the only tenable one."

The attention of American teachers and scholars is earnestly asked to the next chapter, which sets forth usage in England, as shown by letters just received (March, 1879); section 260.

CHAPTER VIII.

USAGE IN ENGLAND.

236. USAGE in the great schools of England has a special interest for all English-speaking Latinists. E. R. Humphreys, LL. D., formerly of Cambridge University, England, is at this time teaching in Boston, preparing students for Harvard, Boston, and other universities. Within eight years past, Dr. Humphreys wrote letters to the leading educators of England, Italy, and other European countries, asking information as to the mode followed in their schools, and the result was a large collection of letters. Seven of these were published in the "New England Journal of Education" for April 19, 1877. Two of these letters are given here, one from Oxford and the other from the celebrated Rugby School.

237. *From the* REV. MANDELL CREIGHTON, A. M., *recently for several years Dean and Tutor of Merton College, Oxford, now Vicar of Embleton, England.*

EMBLETON VICARAGE, *May 16, 1876.*

MY DEAR DR. HUMPHREYS: I may at once say that the new system of the pronunciation of Latin does not prevail at all at Oxford—i. e., is in no way publicly recognized, nor is it used by many, if indeed by any, of the tutors. It has, I believe, made more

way at Cambridge. One or two of the public schools have taken it up, but, as a rule, the old system prevails unchanged.

The opinions of the professors are merely their personal opinions, without any official validity. So far as the new system prevails anywhere in England, it prevails merely from the conviction of the individual teacher, who adopts it himself, and so encourages or trains his pupils to adopt it also.

Really there are two distinct currents of opinion—one in favor of a Continental pronunciation, instead of an insular one; another in favor of reproducing the Latin pronunciation, according to Corssen's rules.

Of those who have changed the old pronunciation, some wish only to do the first, others, the second of these things. Consequently, even among those who have changed, there is a great divergence of opinion; but the great mass of teachers have not changed at all.

I am, dear Dr. Humphreys, yours very truly,

M. CREIGHTON.

E. R. HUMPHREYS, ESQ., LL. D, *Boston, U. S. A.*

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238. *From the* REV. T. W. JEX-BLAKE, D. D., *Head Master of Rugby School, England.*

SCHOOLHOUSE, RUGBY, *May 26, 1876.*

MY DEAR SIR: I think "reformed Latin pronunciation" is mere waste of time, and, if done on a fictitious, professor-made plan, absurd. The only reasonable reform would be to take the existing Italian pronunciation, where you have a living natural guide.

But *cui bono* "Reform"? Not for any practical end; for any intelligent man, who is driven to use

Latin as a medium of conversation with Continental scholars, can adopt their pronunciation in five minutes.

I have had to talk Latin with patois-speaking *curés* in the Alps, whose French was not French, and whose German was not German, and could do it at once. In Norway, I was for days on a steamer with a Norwegian bishop, and all our talk was in Latin, on his method of pronunciation, and we talked for hours, and have since corresponded in Latin.

Leave pronunciation as it is, would be my advice, and spend your time in clearer teaching of the idioms and syntax of the flexible, terse old language, and in a higher treatment of its literary wealth.

The "*curiosa felicitas*" of Horace does not depend on pronunciation, and Virgil will not become "*numerosior*" when you made *au* = *ou*.

Yours sincerely, T. W. JEX-BLAKE.

To E. R. HUMPHREYS, ESQ.

239. From another of these letters, written by Professor Palmer, of the University of Oxford, we learn that in 1874, in response to a request made by "head masters" of schools, Professor Munro, of Cambridge, and Professor Palmer, of Oxford, drew up a "Syllabus of Pronunciation." This was not a university document. The syllabus contained the Roman method. Professor Palmer himself, in speaking of it, May, 1876, says:

"I am not aware that individual professors, tutors, or lecturers venture upon it in dealing with their classes; nor have I heard that Cambridge has been more enterprising. I regard our syllabus as having fallen still-born."

240. Some of the English scholars, however, cherish the hope that the reformed method may yet be more prevalent in England. Dr. Humphreys, a pupil of Dr. Donaldson, author of "Varronianus" and "New Cratylus," says:

"But in Great Britain, the letters read to you are amply sufficient to show that there is no probability of the adoption of the new system, to any material extent, for a very long period of time, if ever."

241. From letters dated within the present year, I learn that the English system, which still unshaken maintains its place, has prevailed at Oxford and Cambridge for "nearly three hundred years." Up to that time the Continental was in use. As far as there is any desire to change manifested, some prefer to adopt the Continental, and others the new method, after Corssen's rules, whose great work appeared in 1858–'59. The facts cited set English usage definitely at rest. The English system prevails, and is likely to prevail so long as the English language is spoken by English-speaking people.

242. The condition of things in England eight years ago is distinctly indicated by these letters. Special care has been taken to learn the status of Latin pronunciation as late as January, 1879. Several letters were written two months since (1879) to some of the ablest scholars and teachers in the universities and great schools of England. Answers have been received, with permission to use them as we saw fit.

243. MERCHANT TAYLORS' SCHOOL, LONDON, *January 8, 1879.*

MY DEAR SIR: In reply to your letter of the 24th ult., I beg to inform you that at Merchant Taylors',

the English method of pronunciation of Latin is still maintained. Some time ago I tried for a short time to introduce a reform, but the experiment was neither popular nor successful, and as I found that there was no general acceptance of the reformed method, and especially as it seemed to meet with very little support at the universities, I went back to the old-fashioned English pronunciation. Up to the present time nothing has occurred to induce me to repeat the experiment. I am, my dear sir, faithfully,

WILLIAM BAKER.

PROFESSOR FISHER.

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244. HARROW, *January 8, 1879.*

MY DEAR SIR: In reply to your letter, I have to say that we still retain the old English pronunciation of Latin, though I make a point of keeping my own form, the highest in the school, acquainted with the laws of pronunciation laid down a few years back by Professors Munro and Palmer. Among the leading schools which have, I believe, adopted the new method, are Marlborough College, Liverpool College, and the City of London School. The masters of those schools respectively are, the Rev. G. C. Bell, the Rev. George Butler (my elder brother), and the Rev. Dr. Abbott. I am, my dear sir,

Faithfully yours,

H. MONTAGU BUTLER.

PROFESSOR FISHER.

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245. ST. PETER'S COLLEGE, WESTMINSTER, *January 8, 1879.*

DEAR SIR: The attempt to reform the English pronunciation of Latin at Westminster has been but

partially successful. The Senior Class read (in class) using the Italian vowels, and the hard *c* and *g*. The *w* sound for *v*, though I am convinced it is right, leads to such ludicrous results to an English ear, that I reject it in practice. Nor can I exact any but the old pronunciation in "repetition" lessons. The Junior forms do not even attempt the innovation. The indolence of our boys has won the day, as it has at other schools. In some, no doubt, the change has been more or less successfully made, but we found the waste of time involved in correcting mispronunciations to be fatal. It is hard enough to teach the various subjects required, within the hours that are available, and if the Latin hours are to be spent in mere vocal exercise, the language can never be learned in the time, nor the author studied.

The change has little value for mere boys; it is when they come to comparative philology, and to tracing the development of the same root in kindred tongues, that the new pronunciation is seen to bear fruit. But of this boys can not easily be convinced; and accordingly they did not care for a change that seemed to them merely troublesome. If the pronunciation could be taught in childhood, the difficulty may disappear; but of this as yet no great prospect is visible, in England, at least.

At the Universities of Oxford and Cambridge the new method seems to have taken root.

Believe me, my dear sir,

Very faithfully yours,

CHARLES B. SCOTT, *Head Master.*

PROFESSOR M. M. FISHER, ETC., *University of Missouri.*

246. SHREWSBURY SCHOOL, *January 13, 1879.*

DEAR SIR: The reformed method of Latin pronunciation has been introduced into this school to only a limited extent. In the sixth—our highest form—the boys are required to conform to the rules drawn up by the Latin professors in the Universities of Oxford and Cambridge, in saying their repetition lessons. With this exception, Latin is pronounced here in the manner which has so long been usual in English schools. I believe that head masters generally in this country, although there was some hesitation for a time, have now acquiesced in the continuance of the established method of pronouncing Latin. For my own part, I should have been glad to comply strictly with the rules drawn up by the professors of Latin, if other head masters would have agreed to make the change, and if tutors and lecturers at Oxford and Cambridge had not adhered to the received method. In a matter of this kind, uniformity of practice is obviously desirable.

Believe me, dear sir,

Yours very faithfully,

H. W. Moss.

To the Professor of Latin in the University of Missouri.

P. S.—You may make any use of this letter that you think fit.

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247. OXFORD, ENGLAND, *September 3, 1878.*

DEAR SIR: I am ashamed to see that your letter of the 25th of June, in this year, has been so long neglected. I have really nothing to add to my letter of 1876. The subject of Latin pronunciation has attracted little attention in England during the two past years. The old or English method still reigns unquestioned at the universities, nor am I aware that the schools have shown any increased disposition to attempt its reformation. I consider our enterprise a *coup manqué*. . . .

I am, dear sir, yours very faithfully,

EDWIN PALMER,

Ex-Professor of Latin in the University of Oxford.

M. M. FISHER, ESQ.

248. No summary of these letters could possibly give any additional interest in the eyes of American scholars. The simple fact that they are of recent date, and penned by some of the ablest scholars and teachers of England, will secure for them a most careful perusal. These points, however, may be noted: 1. That the English mode "reigns unquestioned at the universities." This is the testimony of Professor Palmer, one of the authors of the "Syllabus." 2. That, while there was some hesitation for a time, head masters generally continue the old method. 3. Some schools have tried to introduce the new system, and have failed. 4. Other schools have found a waste of time involved in using the reformed mode so great as to prove fatal to success.

The following, from the Principal of Eton College, Windsor, dated February 8, 1879, contains information and arguments of the highest value to all English-speaking people:

249. ETON COLLEGE, WINDSOR, *February 8, 1879.*

DEAR SIR: We have made no change in the pronunciation of Latin in Eton. A movement was set

on foot a few years ago for bringing in a new system of pronunciation; and the Latin professors at Oxford and Cambridge drew up a syllabus, based on the best knowledge of the day. This attempt to revert to the old pronunciation of their language in its best days has a great interest doubtless for scholars, but its use in the practical teaching of the language to boys is by no means evident; and though for a time it found some favor, I think it is on the decline in England. It seems open to these objections:

1. That our knowledge is far too meager to enable us really to recover the old pronunciation of Latin as it existed (say) in the time of Cicero.

2. That there seems to be but little hope of inducing other nations to adopt any such scheme as that proposed by the two professors.

3. That the introduction of a new pronunciation would add to the difficulties of the early stages in teaching Latin.

4. That there would be something painfully incongruous in attempting the pronunciation of Latin without altering that of Greek; and there seem to be almost insuperable difficulties in adopting the modern Greek pronunciation in English schools.

5. That though, in following the general practice of foreign nations, which is to pronounce these dead languages according to the laws of their own living tongue, we in England are doubtless further from the true pronunciation than the Italians, or even the Germans (not to mention others), no practical inconvenience seems to result from this, except the difficulty of speaking intelligibly to a foreigner in Latin—a difficulty which is not often felt, and which would

not be obviated or greatly diminished by adopting the new pronunciation. I can not help also feeling that there is a sort of pedantry in having one pronunciation of such names as Cicero or Virgil for a school lesson, and another for the intercourse of ordinary life; and I doubt whether the new system would ever take root in general society. I believe that, on the whole, the more thoughtful and liberal-minded men at Oxford, to speak of my own university, which I know best, are not favorable to the abandonment of our present system.

Believe me, dear sir, very truly ever,

J. I. HORNBY.

PROFESSOR M. M. FISHER,
University of Missouri, Columbia, United States.

250. This letter mentions the decline of the new system in England, and the writer indicates the belief that "the more thoughtful and liberal-minded men at Oxford" do not favor giving up the English.

As to the condition of things in Italy, the following letters from the presidents of the University at Rome and the College of the Propaganda, to Dr. Humphreys, of Boston, will be amply sufficient:

251. *From the* MOST REV. GUSTAVUS CONRADO, *Rettore di Propaganda, Collegio Urbano, Roma.*

COLLEGE OF PROPAGANDA, ROME, *June 1, 1876.*

SIR: Your letter of May 14th came to hand a few days ago, but I was unable to answer it sooner, as my occupations are numerous, and leave me but little spare time.

It is, however, with the greatest pleasure that I seize every opportunity of contributing to further the

study of the Latin language, which owes so much to the Catholic Church.

We pronounce here the combinations *ae* and *oe* precisely in the same way, giving them always the sound of *a* in the English word *mate*. This supposes them to be combined, as otherwise each letter receives its full sound. (For example, the word *aër*.) The combination *au* is so pronounced as to give their native value to each of the concurring vowels, but with a slight stress on the *a*. The result is a sound almost the same as that given to the *ow* in the English word *how*. The letter *j* has always the sound of *y* in the English word *yes*. The letter *c* is pronounced in the same way as in Italian. Before the combinations *ae* and *æ*, it retains the sound it has before *i* and *e*. Also the letter *g* is pronounced here as it is in Italian. Before the combination *æ*, which is not found in Italian, it retains the softer sound, which it has before *e* and *i*. The letter *v* is pronounced invariably as it is in Italian. The words, then, which you mentioned as examples (*vincit, Cicero, gengiva*) are pronounced, as far as the letters agree, like the Italian words *vinciti, Cicerone*, and *gengiva*.

I remain, sir, your obedient servant,

GUSTAVUS CONRADO.

E. R. HUMPHREYS, ESQ., LL. D.

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252. *From the Rector of the Roman University.*

R. UNIVERSITA DI ROMA, IL RETTORE, ROME, *June 7, 1876.*

SIR: As I see by your letter, there is no need of giving you information as to the way, in general, Latin and Greek are pronounced, I limit my explanation to the way in which we pronounce Latin in our Italian schools, and particularly the letters and combinations alluded to in your letter.

Generally, the Italian pronunciation holds good also for Latin; *ae* and *oe* are pronounced as *a* in *fate; au* as in German, *c* in *Cicero* and *vincit*, as the English *ch* in *choose; g* as in *gentleman, German*.

I shall be most happy to give you any further information you may require.

Yours, very obediently,

PIETTO BLAURNA.

The strictest adherence to the analogy of the Italian is carefully observed.

IRELAND.

253. One of the leading institutions of Ireland is Trinity College, Dublin. Rev. M. D. Hoge, D. D., of Richmond, Virginia, one of the most eloquent and scholarly men in America, in the "Central Presbyterian" of October 2, 1878, gives an account of a visit made by him to Dublin during the sessions of the British Association in that city. In speaking of the grand ceremony of conferring Trinity College honorary degrees upon some of the distinguished members of the Association, Dr. Hoge says:

254. "Among the candidates were Sir John Lubbock, F. R. S.; Sir Joseph Dalton Hooker, President of the Royal Society (who accompanied Sir James Ross in his visit to the Antarctic regions in 1839); Professor William Henry Flower, Hunterian Professor of Comparative Anatomy in the Royal College of Surgeons, in London; Sir Charles Thompson, Regius

Professor of Natural History in the University of Edinburgh; and the famous Thomas Henry Huxley.

255. "Each of the twelve candidates was introduced in turn, and his name proposed to the society for the highest distinction of Trinity College, that of Doctor of Laws, *honoris causa*. When Professor Huxley's name was proposed there was one negative vote, the rest being elected unanimously.

256. "In conferring the degrees a different address was made by Dr. Webb (Queen's counsel) to each candidate in Latin. They were all brief. I will give you two samples: The address of Professor Janssen, of Paris, was this:

"'Praehonorabilis Pro-Vice-Cancellarie totaque Universitas:

"'Praesento vobis virum illustrem Petrum Julium Caesarem Janssen, insignem apud Parisienses Professorem. Hic rerum terrenarum augusto in limite aestuans Solis contemplator exstitit, et

'extra
Processit longe flammantia maeni mundi.'

257. "And to Professor Huxley as follows:

"'Praehonorabilis Pro-Vice-Cancellarie totaque Universitas:

"'Praesento vobis Thomam Henricum Huxley—hominem vere physicum—hominem facundum, festivum, et venustum—hominum nihil (modo philosophia sua lucem praeferat) reformidantem—ne hercule illud quidem Emranum,

"'*Simia quam similis turpissima bestia nobis!*'

258. "But one thing in these ceremonies especially arrested my attention. Trinity College, as you know, stands high among European institutions of learning, and, no doubt, keeps step with others in the 'advanced' scholarship of the age; and yet, in all these Latin addresses and the Latin form used by the Vice-Chancellor in conferring the degrees, the old English pronunciation was uniformly used. I think this fact will be interesting to some of my friends who read this letter."

The close of the preceding extract gives us intimations of Dr. Hoge's well-known preference for "the old English pronunciation."

259. The insertion of letters more recently written is unnecessary, as the universities and great schools of England adhere closely to the old English mode.

260. The following letter from an eminent English scholar is confirmatory of the statement just made:

BOSTON, *June 21, 1884.*

MY DEAR PROFESSOR FISHER: Pardon a few days' delay in replying to your letter of the 16th inst., as I am *very* busy with my candidates for Harvard. . . . I have not time to write you at any length to-night, but I can answer your one important question very distinctly. The "reformed" Latin pronunciation, so far from having gained ground of late in the English universities and public schools, has lost much of what little favor it had received a few years ago at a few of the *latter* institutions. In the Universities of Oxford and Cambridge it has never been acknowledged or adopted, except by a few (certainly eminent) scholars.

I am often made painfully aware of this when reading, in the long vacations, with students from

Professor of Natural History in the University of Edinburgh; and the famous Thomas Henry Huxley.

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I am often made painfully aware of this when reading, in the long vacations, with students from

Oxford; for having, as you know, been compelled,* ὡς εἰπεῖν, to adapt my pronunciation to the standard of Harvard, to which university most of my pupils go, I find it difficult to resume my old English pronunciation with these English pupils. . . . I am glad to say, in reply to your other question, that some of my pupils have just won high honors at Harvard, and others are ranking high in their classes. . . .

I am, dear Professor Fisher,

Yours, very truly,

E. R. HUMPHREYS.

* Section 318.

CHAPTER IX.

THE ENGLISH SYSTEM.

265. SPECIAL REASONS IN FAVOR OF ITS USE.—Before giving these reasons, it is not inappropriate to call attention to the circumstances which, in part at least, led to the preparation of the present work. In Missouri University there are seventeen associated schools:

I. THE ACADEMIC SCHOOLS.

A. SCIENCE.

I.—1. Physics.
II.—2. Chemistry.
III.—3. Natural History—*a*, Mineralogy; *b*, Botany; *c*, Zoölogy; *d*, Geology and Physical Geography.
IV.—4. Mathematics—Astronomy.
V.—5. Metaphysics.

B. LANGUAGE.

VI.—1. English.
VII.—2. Modern Continental (German, French, Spanish).
VIII.—3. Latin.
IX.—4. Greek.
X.—5. Semitic.

II. THE PROFESSIONAL SCHOOLS.

XI.—1. Agriculture.
XII.—2. Pedagogics.
XIII.—3. Law.
XIV.—4. Medicine.
XV.—5. Mining and Metallurgy.
XVI.—6. Civil Engineering.
XVII.—7. Art.

266. Many of these schools come into immediate and vital contact with the Latin. This is especially true of the sciences, pedagogics, agriculture, law, and medicine; in fact, this remark may be applied to all the professional schools. The hope is entertained that service may be rendered not only to the students in language, but those also in law, medicine, zoölogy, botany, mineralogy, and the sciences generally, in which Latin terms are so abundantly used. It is true that in many of our law and medical schools, even the oldest and most celebrated, there is no fixed and uniform pronunciation by any method. The pronunciation in the same sentence is sometimes by one mode, then by another, and then perhaps by neither.

267. Fifteen years ago I entered upon an investigation of the so-called Roman method with a view to substituting it for the English, if the new system should be found to rest on a basis of truth. This examination has continued until the present, using all the helps that have come from the pens of able scholars both in Europe and America; the conclusion reached in these pages, therefore, is the result of careful reading and study, and the preference given to

the settled English pronunciation is the one that has been forced upon me by the stubborn facts on both sides of the question.

268. Let it be clearly understood that no one claims that the English method is the true *ancient pronunciation of the Latin language*, though it has been used for three hundred years in England. Let it be admitted that the so-called Roman system, as advocated by Corssen and Roby, sandy as its basis is, at least in vital parts, is theoretically correct. Let its claims, based largely on probabilities, all be conceded; still, admitting the correctness of a theory and reducing that theory to practice are radically and vitally different. My position is, therefore, most unhesitatingly taken that for English-speaking people the English pronunciation is the best. Some of the reasons will be briefly stated:

269. 1. The last edition of Webster's "Dictionary"* claims 120,000 words. Of these, according to the highest authority, only about 23,000 are of Anglo-Saxon origin. De Vere (page 43) says that the English is the only European idiom that so combines the classic and Gothic elements as to make the Gothic the basis and the Latin the superstructure.

270. According to Professor Whitney, in his "Life and Growth of Language,"† nearly five sevenths of the words contained in our large dictionaries are of classical derivation, and only about two sevenths native Germanic. Far the greater part are from the Latin. The same author says that our scientific

* The Imperial Dictionary of England contains about 130,000 words.

† Whitney's "Life and Growth of Language," pp. 89, 117.

and philosophical vocabulary comes mainly from the Latin.

271. The number of words derived from the Greek is considerable, especially in scientific use, but far less than from the Latin. Take some of the richest Latin prefixes found in our language. With *co* or *con* as a prefix, we have 5,600 words; *in* or *im*, 2,900; *re*, 2,200; *di* or *dis*, 1,800; *ad*, 1,600; *de*, 1,600; *sub*, 700; *pre*, 700; *pro*, 600; *per*, 350. From the single root *fac* we have about 604 derivatives, according to Professor Haldeman (see his "Affixes," pp. 14–16).

272. The author last quoted is of the opinion that there are not three hundred roots in any language ("Affixes," p. 13). In view of the fact that such a vast majority of our words are from the Latin, either mediately or immediately, in view of the fact that of these three hundred stems very many are from the same classic tongue, we are vitally interested in recognizing the prefixes and stems which make our English what it is. It matters not whether the English system of pronouncing Latin has been used one hundred years, three hundred years, or one thousand years: what we are concerned with is that the English language, as it now stands, has been founded on the old-fashioned pronunciation of Latin. This is indisputably true. Philologic and antiquarian research is one thing; the progress of a language, like that of nations, is quite a different thing.

273. For centuries the Latin has been making its rich contributions to our noble English. These additions to our language are being made to-day, as they will be made in the future, and that from necessity. One thing of inestimable value to every student is a

thorough knowledge of his mother-tongue—a matter sadly neglected in many of our colleges and universities.

274. The question for English-speaking people to settle is, as to which pronunciation leads most directly to a vigorous and thorough use of our mother-tongue. We answer unhesitatingly, *the English.* Let us have one thing at a time. The bearing of the new pronunciation on comparative philology will receive due attention hereafter. Now we are concerned with the vernacular. Professor Haldeman says, "Sounds and not letters furnish the material for etymology."* This is true, and we wish no better basis for our present argument. The English method assists the student, even in his early Latin course, in his etymology; and the derivation of words, in a multitude of instances, becomes manifest from the very pronunciation itself. Take the word *circumjacent*, for example, from *circumjaceo.* Pronouncing this word by the English method, *sur-cum-ja-se-o*, at once reveals to the pupil the origin of *circumjacent.* The likeness is clear even to a child.

275. But pronounce the same word by the Roman system, and *circumjaceo* becomes *keer-koom-yah-kay-o!* The connection can be seen only by advanced scholars, and is very likely not seen then. Take the words *rupture*,† *rustic, social, rumination*, from *ruptura, rusticus, socialis*, and *ruminationem.*‡ When these Latin words are pronounced by the English mode, the origin

* "Affixes," p. 17.

† Skeat's "Etymological Dictionary"; also Cotgrave.

‡ In all the Romanic tongues substantives, with rare exceptions, are formed from the *accusative* of the Latin.

of the word is clear; but let the Latin be pronounced *roop-too-rah, roos-tee-coos, so-kee-ah-leece,* and *roo-mee-nah-tee-o-nāme,* and the origin is obscured by foreign sounds. Try *vicinity, vital, citation, equation, civil,* and *equity,* from *vicinitatem, vitalis, citationem,*† *aequationem,** *civilis,* and *aequitatem.*† The English mode reveals the truth, for "sounds furnish the material for etymology." Apply the so-called Roman and say *wee-kee-nee-tah-tāme, wee-tah-leess, kee-ta-tee-o-nāme, aye-kah-tee-o-nāme, kee-wee-leess,* and *aye-kee-tah-tāme,* and English etymology is offered a sacrifice to a revolutionary innovation. Again, look at the common verbal stems *jac, val, dic, duc, pel,* and so on through the list. Whenever these stems occur in our language, the English system of pronouncing Latin gives a clew to both the origin and meaning of the words, as, for example, *ejaculatory,*‡ *valid, diction, induction, compel.* It does not require an advanced scholar to verify and apply the statements just made. The most diligent scholar of any age who has not made the trial, will be surprised to find in how many of our words these Latin verbal stems form the permanent home of the idea.

276. The student of Latin can easily be induced to form the habit, from the very start, of tracing up the derivation of words, and the habit thus formed may be of incalculable benefit in other directions. On the other hand, the Roman method confuses the student in both derivation and signification, or so entirely conceals them, that the beneficial results to genuine

* Skeat's "Etymological Dictionary"; also Cotgrave. † Ibid.

‡ Here, as elsewhere, the easiest and most obvious illustrations are used.

English scholarship are almost totally sacrificed. Loyalty to what some are pleased to call the "demonstrated rights of the Latin" may be a good thing, but loyalty to a masterly understanding of our own tongue is a far better. The Roman mode abandons one of the strongest incentives that can be brought to bear in the class-room—that of enabling the pupil to see and hear at once and easily the intimate relation between the Latin and the English.

277. The English pronunciation has all the culture of any system, and superadds immense advantages in English etymology. In a certain sense, England is now master of the world, and in one hundred years the English language will, in all probability, be the ruling language of the earth. Robinson's "University Algebra" is said to be used now in the University of Japan, and also in the Sandwich Islands. The present and the probable unfolding of the future make loyalty to the masterly understanding of our etymology a duty incumbent on every one who regards the rights of his "mother-tongue."

278. "But," replies Professor W. G. Richardson, "the eye has quite as much to do as the ear, perhaps more." He virtually admits that the phonetic method of pronouncing Latin is a barren fig-tree in etymology when the sound is considered, but the *eye,* he thinks, may relieve the case and make his new mode tolerable. From what source do young people learn most of language in pronunciation, if not also in meaning? We might answer, by the ear. But in the present case we answer that in the use of the English pronunciation in its relation to our etymology the ear is wholly on our side, and the eye is as much on our side as on his;

nay, more, for the hard pronunciation of the Latin makes a chasm between what the ear hears and what the eye sees on the printed page.

279. Professor Tetlow, coming to the aid of his able friend, says, "This appeal to the eye, moreover, is quite sufficient to render obvious the derivation." ("New England Journal," November 29th.) He is writing of the derivation of English words. Very well. The eye *is sufficient* to the task, and if all American and English boys were comparative philologists, there might be force in the argument of Mr. Tetlow. The question is not, what *is sufficient* to show the derivation of English words? but, what system of Latin pronunciation is of most value in English etymology; what system shows the derivation most naturally, easily, and universally? Asking such a question is at once an emphatic answer in behalf of the system that "reigns unquestioned" at Oxford and Cambridge, England.

280. Against the argument now under discussion in behalf of the English system, Mr. Tetlow urges:

"*Secondly*, etymologies of this kind are so obvious, from the twofold identity of form and sound, that they are wholly devoid of interest. They require so little ingenuity on the part of the student, as to be valueless for purposes of philological training. They do not discipline the mind to the quick recognition of kinship in words that have undergone changes of form. What school-boy, for example, does not find his curiosity more stimulated in tracing the connection between the Latin *digitus* and the French *doigt*, than in tracing the derivation from the Latin *digitus* of the English *digit*; or in *detecting* the affinity of *frigidus* with

froid, than in having *thrust* at him the relationship between *frigidus* and *frigid*? The kind of etymological training that this argument would recommend is wholly distinct from that which enables the pupil to appreciate the relationship of such forms as the Greek *οἶνος*, the Latin *vinum*, the English *wine*, and the French *vin*."

281. This quotation brings to the surface the constantly recurring fact that the reformers forever, in the defense of their theory, turn to comparative philology. Well they may; for the "Roman" side, if it has any virtue at all, can lay no claim to assistance in English etymologies. They tell us that "this training is wholly distinct from that which enables the pupil to appreciate the relationship of such forms as the Greek *οἶνος*, the Latin *vinum*, the English *wine*, and the French *vin*." Indeed, it is different, and the difference is founded largely in the plain home-truth that to see the relation readily between our own words and the parent Latin is of first and vital importance. Telling a class that comparative philology is valuable and interesting, does not prove that a thorough and intelligent knowledge of their own etymology is not valuable and interesting. With most students, their own tongue is infinitely the most important.

282. "But, *thirdly*, not only is the kind of etymological discipline, which Professor Fisher so highly commends, uninteresting in its processes and barren in its results, but it is not seldom positively misleading. It has begotten in the past a tendency to build fanciful and false etymologies on mere superficial resemblances, and has caused works that were once thought to be sacred and permanent repositories of

philological truth to be looked upon as whited sepulchres in which philological error lies buried. These are no longer welcomed as trusted guides in classical study; they are now rejected as dangerous companions."

283. Here the author last quoted urges that using that system of pronouncing Latin which makes the derivation of our words most obvious is "uninteresting and barren in its results." This assertion from an English-speaking scholar is surely both ill-omened and startling. He seems to think that English etymology as touching the classic Latin is so easy as to require no skill for such a barren and uninteresting field of inquiry.

284. "English is not a language which teaches itself by mere unreflecting usage. It can only be mastered, in all its wealth, in all its power, by conscious, persistent labor; and therefore, when all the world is awaking to the value of general philological science, it would ill become us to be slow in recognizing the special importance of our own tongue." (Marsh's "Lectures of English Language," 1860.)

285. If the kind of etymological study now under discussion is barren and uninteresting, why should Professor Marsh say that the wealth and power of the English is not to be mastered without "conscious and persistent labor"? Mastering English etymology is one of the most difficult duties before the American student and scholar. For instance, *faction, fiction, efface, imperfect, defective, officer, efficacious, beneficial, counterfeit, profit, indefeasible,* on the authority of Professor Haldeman, are all built on the root *fac.* Is this easily seen by a novice in Latin? Can it be

easily seen by our Latin instructors? Do such results flash out by intuition? How many teachers, even in our best schools, have ever known them? Or, if they have known them, obvious as they are, have they ever taught them?

286. So far is the etymological study we recommend from being "barren and uninteresting," that we may safely affirm that not one hundred scholars in America can lay claim to anything like superior excellence in English etymology. This statement will force itself on every one who cares to examine Haldeman's "Etymology," and his "Affixes to English Words." Instead of being too easy, tracing our words back correctly often escapes the occupant of the professor's chair; instead of being uninteresting, it can be made thrillingly interesting, and that, too, to the highest classes in American colleges and universities; instead of being barren, it brings the richest offering that can be laid on the altar of genuine scholarship.

287. The truth is, that the argument we have set forth as the first one in defense of the English system has never been answered in either England or America, and that for the simple reason that it can not be answered. We might rest the case with this argument; but there are others.

288. 2. ACCURACY IN PRONOUNCING ENGLISH.—One of the signs of the times that bodes evil and only evil, is the notorious truth that impatient haste is the bane of real, genuine scholarship in America today. English scholarship, true, old-fashioned, accurate knowledge of our English, is in many sections below par, and in no place does it receive merited attention. This comes not only from haste, but the

multiplicity of studies, wrong methods, and last, but not least, the tremendous foreign element in our midst, especially from the Continental nations. Many educated men think it a sign of culture to give a Continental twang to their words. Thus, some say in pronouncing *quinine, kee-neen'*, instead of following the only authorities, *Webster* and *Worcester*, and saying *quī-nīne*, the *i* having in both syllables the long English sound, not the long Continental. The school-boy who is taught the English pronunciation correctly, learns the power of the letters, in general, particularly the sound of the vowels and the division of words into syllables, and more particularly still, the sound of the vowels in all the relations which they may sustain to the consonants. The Roman Latinists tell us to send the boys to the primary school, where they have such superior apparatus for imparting such knowledge. We value these schools as highly as any one, but candor compels the expression of what every skillful teacher knows to be true, namely, that no child in a primary school will ever become thoroughly conversant with the power of the English alphabet.

289. The ablest scholars of the day find it necessary to study their *letters*. Let the boy or girl learn all that boys and girls can learn in a primary school, and then, under an able teacher, who understands the English pronunciation of Latin as he ought, let them study the grand old language of Cicero, and we shall have scholars who know how to use their own wonderful language. Every lesson the student learns has a reflex influence on his English. In the so-called Latin mode, every lesson, every sound, every association leads away from the vernacular. In a case of

this kind the crucible is the place to test the matter, and the crucible in this instance is the experience of our ablest and most successful teachers in the classroom.

290. Here we are glad to have at hand a letter from the accomplished scholar and veteran educator, Professor F. T. Kemper, of Boonville, Missouri. This letter has such direct bearing upon the English method of pronouncing Latin for accuracy of English scholarship, as to make any additional remarks unnecessary under this head.

291. "I could under no circumstances be induced to abandon our accurate and thorough drill in the English pronunciation of the Latin language, though we teach and value highly the Roman method also. No other exercise so fixes the attention of young and thoughtless minds, and secures such accuracy of mental habits. A few pages of the Latin Reader, analyzed by the rules for pronunciation, secures the mastery of the subject; and then the rules come into use, not only throughout school and college life, but in almost every casual conversation. Why, for example, the first *a* in *Saracen* and *sardonyx* are pronounced so differently, or the second *a* in *Samaria* and *Samaritan*, are but specimens of what is always needed, and what our public speakers often do not know."

292. Professor Kemper's school has been in existence for nearly forty years, and is, in the West, what Phillips Academy is in New England. More accurate training is not found in America. The experience of this able teacher corresponds with that of Arnold of Rugby, and of the accomplished Jex-

Blake, who now fills Arnold's place. Accuracy in English is in value above rubies, and is seldom attained. Many who have taught the English method have evidently never mastered the subject. For example, a writer in the "New England Journal of Education," for December 26, 1878, uses this sentence: "Again, diphthongs are long in quantity, but the genitive of Cæsar we call Caĕsaris (Sĕzaris)." He gives the *s* the *z* sound in an oblique case. Does it not have the hissing sound in the oblique cases? Do not the authorities say so? So we think. How many teachers can give the reason why *a* in *Saracen* and *sardonyx* are not alike? How many can tell why *a* in *Samaria* differs from *a* in *Samaritan?* Such examples are of constant recurrence, and while the student learns carefully the English mode, he at the same time learns the more elegant way to pronounce his own language. Mark you, the English system, at the same time the class learns to pronounce Latin, gives as a necessary consequence the most valuable aid in etymology, and also in English orthoepy. Hence the English method economizes time, while the so-called Roman mode kills the time, sacrifices the etymology, and completely revolutionizes the orthoepy. "I am a total stranger to you, but take the liberty of a brother professor to offer you my best thanks for your capital book on the pronunciation of Latin. But one thing I am fully persuaded of, and *that* is that our would-be classical reformers will not only murder Latin, but slaughter English in the bargain." (T. W. Coit, Professor of Church History, Berkeley Divinity School, Middletown, Connecticut.)

293. We hear frequently from our best educated

public speakers, and from many a teacher's desk, mistakes which a rigid drilling in the use of the English pronunciation would have prevented. Thus derivation, meaning, and pronunciation favor decidedly the system that has been employed in England since the reign of Elizabeth.

294. 3. LATIN AND GREEK PROPER NAMES.—Of these there are not less than fourteen thousand found in our large dictionaries. These names are pronounced, not after the Continental method, much less after the doubtfully resurrected method; but in all cases after the Walkerian or English system. This is a consideration of vast importance. A class taught the "hard" or Roman mode of pronunciation will, in multitudes of instances, call these names wrong. This is daily obvious to any instructor who uses the Latin method, more especially if he thinks it worth while to conform to standard authority. The English pronunciation brings with it convenience, consistency, and accuracy in proper names. The student does not need to pronounce Cæsar, Kī-sar, when he reads the text and Se-zar when he translates.

295. It should be borne in mind, too, that several thousand classical words have been omitted in the most recent editions of our great dictionaries. The omission embraces monosyllables, a large number of dissyllables, words of rare occurrence, and many fictitious names found in the poets. The number of classical names is vastly larger than a mere passing acquaintance might lead scholars to suppose. The best reply to this argument for the English mode is taken from a recent writer on the side of the hard method:

296. "In the first place, how many of these fourteen thousand proper names are Greek, and not Latin at all? The more troublesome half, probably. Would Dr. Fisher have us reverse his argument, and going back for the sake of these Greek proper names twenty-five years, revive the old pronunciation of Greek, with its English sounds of the vowels and its disregard of the written accents? Consistency would require this. But we have fought that battle once and won it, and the worthy professor must imitate his Southern brethren, and abide by the results of the war. Again, how many of these fourteen thousand proper names are important from their frequent occurrence? Probably not two hundred. If the pupil, when he meets any of these two hundred in his Latin text, is required, in translating, to use the English pronunciation, and this is at present the prevailing practice, he will, if English analogies aid him, pronounce them correctly without further assistance. If English analogies do not aid him, he will learn the proper pronunciation precisely as he learns the pronunciation of unfamiliar English words—viz., by personal examination, from the dictionary, or by imitation, from his teacher. If he relies on his rules exclusively, he will call the brother of Hector, Pā'-ris, and the city of Alexander, Alexandrī'a. In the case of names that occur but rarely, and that may fairly be assumed to be unfamiliar to the ordinary pupil, he must either consult his dictionary for the quantity of the penult, or run the risk of giving a false accent. But if he must consult his dictionary to determine the place of accent, what is to prevent him from noting, at the same time, precisely as he does with other unfamiliar words, the

marks that indicate the proper vowel and consonant sounds?"

297. But what force has this answer to our position? Let us see. The first statement is that "the more troublesome half, *probably*," of these proper names are Greek and not Latin. For the moment, we grant the correctness of the assertion, and suppose that even eight thousand of these words are Greek. Now, then, does not the writer know that all these Greek proper names in our lexicons are pronounced universally and invariably, in both England and America, according to the old-fashioned English? No one can believe that these able Roman Latinists have allowed the fact here alluded to to escape them. And yet the quotation above might lead a student to suppose that these Greek names were pronounced after the method of pronouncing Greek now commonly received in this country. We mean the Erasmian. The truth is, that not a single proper name in Webster or Worcester is pronounced according to the Erasmian mode, not one. All such replies simply reveal the weakness of the cause they are designed to strengthen. As an illustration, take Æ-gā-tes, Æ-gis-thus, Delphi, Theophrastus, Thermopylæ, and Scythopolis. These names are pronounced *E-gā'-tēz, E-gĭs'-thŭs, Dĕl'-phī, Thē-ō-phrăs'-tŭs, Thĕr-mŏp'-y-lee,* and *Scy-thŏp'-ō-lis,* according to the English method. And so of the rest.

298. Again, the author of the quotation makes the wholly gratuitous assumption that "probably not two hundred" of those names are of frequent occurrence. Will it not be hard to induce a thorough scholar, who has taken anything like a thorough course in our best

schools, to believe that only two hundred names out of a list of over twenty thousand are of importance on account of frequency? One hour's work in Webster's Dictionary, by one who is conversant with the classic tongues, will dissipate quite effectually all such arguments. There are over fifty proper names on the very first page of Webster that are of decided importance to our college classes. But even if comparatively few were of frequent occurrence, we insist that an accurate knowledge of the English mode puts the student in possession of those that he does meet frequently and also of those which are even of rare occurrence. His accurate habits, learned in the English mode, sweep in every proper name, whether in the lexicon or out of it. But, say the reformers, the pupil can learn how these names are pronounced "from the dictionary or by imitation." Are students apt or inclined to consult dictionaries? Let experience the world over answer. As to imitation, a teacher who knows no pronunciation but the new one, will find it necessary to learn by imitation from somebody else before he will be a safe guide in the class-room. This writer tells us that if a student "relies on his rules exclusively, he will call the city of Alexander, *Alexandrīa.*" And so he will, for, as a classical word, it has no other pronunciation. To show the vast superiority of the English over any other mode, and especially the reformed method, take two students: one has learned the English well, and the other the "Roman." Ask them to see how Æsculapius is pronounced in the dictionary. The English student turns to the page, and needs but one thing to put him in possession of the desired information, and

that is the length of the penult. This found, he replies, the word is pronounced *Es-cū-lā'-pē-ūs*, for his English training has taught him the sounds of the vowels and consonants in their various relations. Then the "Roman" turns to the page, and reports the same word as being *Ice-koo-lah'-pee-oos.* He sees the *á* marked long, but his "Roman" *ā* is *ah* and not *a* in *fate.* His new mode makes him mispronounce the diphthong *æ*, and, in a word, has disqualified him to pronounce fourteen thousand or more words, even with the highest authority in his hands.

299. But, say the new Romans, if boys must look for the length of the penult in order to fix the accent, why can't they at the same time note "the marks that indicate the proper vowel and consonant sounds"? We reply that they can't do it, because the dictionaries do not give any such marks to show vowel and consonant sounds in proper names. The place of the accent is marked, and that is all. The English student does not need them; the "Roman" student, by his very training, has been disabled and disqualified for his work in interpreting the words in our dictionaries. If such marks *were* used, students, after the reformed method, could not or would not apply them. This is not all yet. The reformer says, "And I do not believe that our English speech would suffer materially, if his whole system should be supplanted by one more rational."

300. The reference is to the Walkerian or English method of pronouncing proper names. What more rational system do they propose? Would these scholars drag our English language, which forms so large and essential a part of our national development, back

to the standard of Varro and Plautus? Under this head we are not discussing either probabilities or possibilities, but living facts, every-day facts. In proper names the English is infinitely to be preferred; the so-called Roman is misleading and disabling, and then enfeebling in its tendencies.

301. 4. LAW TERMS, PHRASES, AND MAXIMS.—We go to the Romans for our polity and jurisprudence. The English obtained them from the Romans, we from the English. In Britain, at no remote period in the past, a large part of the laws and all the court records were in the Latin tongue (Bouvier's "Law Dictionary," vol. ii, p. 15). Since English was made the language of the courts, a vast number of technical terms and phrases, in the original Latin, have continued in use. The law-books abound with them. Ever since the Tudor age, the great jurists in England have used the English pronunciation in their pleading. They do it to-day. For generations the same has been true in America. Webster, Everett, Choate, and others knew no other in their practice. If Blackstone were in court to-day, and some jurist should call for a *scire facias* * and pronounce it *skee-ray fah-kee-ahs*, he would be puzzled; or if the pleader should quote the maxim *vicarius non habet vicarium*, and pronounce it *wee-kah-ree-ōs nōne hah-bāt wee-kah-ree-oom*, he would never recognize the maxim. The Roman pronunciation would confuse every English court in the world, if for no other

* These phrases, and such as follow, were not selected, as some have thought, simply to ridicule the so-called Roman system, but to show that it introduces confusion, wastes time, and sacrifices consistency and convenience.

reason because it is so totally at variance with established usage. In law, then, consistency requires the old mode.

302. As a further illustration of the change the so-called Roman method would make in the legal profession, take *certiorari*, which becomes *kayer-tēe-ō-rah-ree; capias ad satisfaciendum* becomes *kah-pee-ahs ahd sah-tees-fah-kee-āne-doom.* Broom's "Legal Maxims": *salus populi suprema lex* becomes *sah-loos pope-oo-lee soo-pray-mah lakes; necessitas inducit privilegium quoad jura privata, nay-kace-see-tahs een-doo-keet pree-wee-lay-gee-oom kō-ahd yoo-ra pree-wah-tah; summa ratio est quæ pro religione facit, soom-mah rah-tee-o āst kye prōh ray-lee-gee-oh-nay fah-keet.* Our courts will then hear *Dies Dominicus non est juridicus* called *dee-ace Doe-mee-nee-kooss nōne āst yoo-ree-dee-kooss; rex nunquam moritur, rakes noon-cahlm mo-ree-toor; boni judicis est ampliare jurisdictionem, bo-nee yoo-dee-keess āst ahm-plee-āh-ray yoo-rees-deec-tee-oh-name;* while *actus curiæ neminem gravabit* and *volenti non fit injuria* must, in the so-called Roman, be pronounced *ahk-tooss koo-ree-aye nay-mee-name grah-wah-beet* and *woe-lane-tee none feet een-yoo-ree-ah.*

303. THE MEDICAL PROFESSION.—Here the sweeping change becomes even more painfully obvious. For example, *arteria circumflexa* must be called *ahr-tay-ree-ah keer-koom-flākes-ah; vena jugularis, way-nah yoo-goo-lah-rees; medulla oblongata, may-dool-lah ōbe-lone-gah-tah; pia mater, pee-ah mah-tayer; saccus lachrymalis* becomes *sahc-coos lahch-ree-mah-lees; nervi ciliares, nayer-wee kee-lee-ah-race; coccyx, koke-keex; ulna, ool-nah; valvula tricuspis* must be called

wahl-woo-lah tree-koos-peace ; vertebræ, wayer-tay-brye ; os humeri, oce koo-may-ree ; scapula, scah-poo-lah ; tibia, tee-bee-ah ; tympanum, teem-pah-noom ; femur, fay-moor ; biceps flexor cubiti is transformed into *bee-kapes flakes-ore coo-bee-tee ; fascia superficialis colli, fahs-kee-ah soo-payer-fee-kee-ah-leess ;* and *iter a tertio ad quartum ventriculum* is at once revolutionized and caricatured by being pronounced *ee-tayer ah tayer-tee-oh ahd kahr-toom wane-tree-coo-loom.* These words have not been selected for their strangeness, but because they give a fair indication of the confusion that the so-called Roman would introduce into this learned profession. Who can believe that physicians in England and America will adopt such an innovation ?

304. So far for anatomy and physiology ; but materia medica demands a notice.

There are over six hundred words, all Latin but a very few, used to designate the medicines in ordinary practice. A few samples will suffice to show how the new pronunciation will transform the names of medicines in our drug-stores : *cinchonidia* must be called *keen-cho-nee-dee-ah ; gambogia, gahm-bō-gee-ah* (*g* in *get*) *; jalapa, yahl-ah-pah ; veratria, way-rah-tree-ah ; calcium, kahl-kee-oom ; cinnamomum, keen-nah-mō-moom ; cuprum, koo-proom ; hydrargyrum, hee-drahr-gee-room ; scrupulus, scroo-poo-looss ; guttæ, goot-tye ; quinia, kee-nee-ah ; plumbum, ploom-boom ; decoctum, day-koke-toom ; asafœtida, ahss-sah-foy-tee-dah.*

305. Write out this prescription :

Recipe.
Extracti colocinthidis compositi, grana xxxij.
Extracti jalapæ,

Hydrargyri chloridi mitis, ana grana xxiv.
Gambogiæ, grana vi.
Aquæ, quantum sufficit.
Misce. In pilulas xxiv divide.
Signa.

306. Take this to an apothecary, and pronounce it after the reformed mode :

Ray-kee-pay.
Akes-trahc-tee cō-lō-keen-thee-dees cōm-pō-cee-tee grah-nah xxxij.
Akes-trahc-tee yahl-ah-pye,
Hee-drahr-gee-ree chlō-ree-dee mee-tees, ah-nah grah-nah xxiv.
Gahm-bo-gee-eye (*g* in *go*) *grah-nah* vi.
Ah-kye, kahn-toom soof-fee-keet.
Mees-cay.
En pee-loo-lahss xxiv *dee-wee-day.*
Seeg-nah.

307. There are perhaps not twenty apothecaries in America who would understand such a prescription when thus read.

308. A few words will show the transformations in zoölogy :

radiata	becomes	*rah-dee-ah-tah.*
articulata	"	*ahr-tee-koo-lah-tah.*
mollusca	"	*mole-looss-cah.*
vertebrata	"	*wayer-tay-brah-tah.*
ursidæ	"	*oor-see-dye.*
carnivora	"	*kahr-nee-wo-rah.*
taurus	"	*tow-rooss.*
tigris	"	*tee-greess.*

cygnus	becomes	*keeg-nooss.*
locustæ	"	*lō-koos-tye.*
columbæ	"	*kō-loom-bye.*
apivorus	"	*ah-pee-wo-rooss.*
bovina	"	*bo-wee-nah.*

309. Note the revolution the hard method would cause in botany. For example, we must call—

ranunculaceæ,	*rah-noon-koo-lah-kay-eye.*
rosaceæ,	*rō-ssah-kay-eye.*
cistaceæ,	*kees-tah-kay-eye.*
cruciferæ,	*kroo-kee-fay-rye.*
convolvulaceæ,	*cone-wole-woo-lah-kay-eye.*
violaceæ,	*wee-oh-lah-cay-eye.*
cimicifuga,	*kee-mee-kee-foo-gah.*
nasturtium,	*nahs-toor-tee-oom.*
rubus,	*roo-booss.*
fœniculum,	*foy-nee-koo-loom.*

310. 5. The sweeping change advocated by the new pronunciation tends to a complete revolution in the pronunciation of our own language. Professor Thacher, of Yale College, uses the following language: "For, to speak of Latin words which we have adopted, how long will Cicero maintain his place in English pronunciation after the rod shall have banished him from the lips of all Anglo-Saxon boys and girls who thumb the little Latin histories of the men of Rome, and shall have substituted the classical *Kee-ka-ro* in his place? How long will Cæsar stand against Kaisar, Scipio against Skee-peeo, Fabricius against Fah-bree-kee-oos, Cyrus against Keeroos, Tacitus against Taketoos, and so on through a long

list of proper names which make a familiar part of our English language? *Prima facie* evidence will become préemah fahkeeah evidence, the *quid pro quo,* keed pro co; the *genius loci,* a * gāneeoos lokee; the *mens conscia,* a māns conskeeah (*o* as in *cone*); *scilicet,* skeeleekát; *et cetera,* āt kātārah."

311. Let *v* be pronounced like *w,* and note the way the most common expressions will be transformed:

viva voce	becomes	*wee-wah wō-kay.*
per centum	"	*pār kane-toom.*
jure divino	"	*yoo-ray dee-wee-no.*
jus civile	"	*yoos kee-wee-lay.*
verbatim	"	*wayer-bah-teem.*
vivat regina	"	*wee-waht ray-gee-nah.*

312. And hopeless confusion is made of the many Latin words incorporated into English, as *utile dulce* must be *oo-tee-lay dool-cay;*

vale,	*wah-lay.*
vice versa,	*wee-kay wayer-sah.*
ceteris paribus,	*kay-tay-reess pahr-ee-boos.*
statu quo,	*stah-too koe.*

313. This illustration might be prolonged indefinitely, for the material is abundant, but there is no necessity for it. What has been given is a fair sample of the radical change the so-called Roman must introduce to our class-rooms, and, in fact, in all the walks of life where Latin is at all employed.

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* The long *a* here shows how the *e* in *genius* is sounded in the "Roman" mode, and does not refer to the quantity of the Latin vowel. So of many other words. In the "Roman" letters have invariably the *same sound.* Section 146.

314. Allen and Greenough, though they adopt the new method, say: "The English method should be retained in the translation of Roman names, as Julius Cæsar; and in the quoting of familiar phrases, as *e pluribus unum, viva voce, a fortiori, veni, vidi, vici,*"* etc. ("Grammar," p. 7.)

315. Professor W. G. Richardson says, "I would move to adjourn a body *sigh-nee die-ee*, same as of yore." This concession on the part of these Roman Latinists is an unequivocal recognition of the fact that the system they advocate involves violent changes. They know well that to insist on applying their resurrected system to the people's Latin at once would create a prejudice, not to use a stronger word, against the whole theory so fondly cherished. But we know, and all scholars know, that when the reformed mode is introduced into our schools, these Latin expressions, which have been for generations part and parcel of our language, must feel the change and soon be uttered in the reformed style. But the revolution does not stop with Latin words.

316. The able scholar last quoted speaks thus: "But all these proper names and Latin phrases are very few, when compared with the English words which preserve in their composition one or more syllables taken from the Latin. Can such words long retain their present pronunciation against the united, though perhaps unconscious and involuntary, inclination of all educated men who speak English? For we think it must be the tendency of those who become familiar with the proposed pronunciation of Latin, to extend it to English words which are nearly identical in form with Latin words, and are identical with them in meaning; and the more familiar such persons are with the former, the more inclined will they be to the latter. The word *necessity*, for instance, must follow the lead of *necessitas* (nakassetahs); *civil, civilis* (keeveelees); *lucid, lucidus* (lookeedoos); *invincible, invincibilis* (eenveenkeebèelees); *conscious, conscius* (cōnskeeoos), and so on through words innumerable." The Roman Latinist answers this argument thus: "The words that belong to the general vocabulary of English speech are not under the dominion of any class of persons; and their pronunciation will remain stationary, or will fluctuate quite independently of special movements among scholars." But scholars are not the only ones who have influence in this case. There are multitudes of students of both sexes whose power will be as effectual as that of the writer or teacher. Let the thousands of students of Latin in America to-day be taught the new method, and the danger to our own tongue from the harsh and hard sounds of the so-called phonetic mode would be amazingly increased. This is true not only in the abstract but in the concrete. There are students in this university at this hour whose English is marred by having been taught the innovation. The same is true in other places.

317. The fears here expressed are shared by some of the ablest scholars and teachers of the present generation. Very recently, Dr. Humphreys delivered a lecture, in Boston, on "Our Mother Tongue; its Growth, Maturity, and Rights." In this lecture are

* But if the *English* is to be retained in *proper names, familiar phrases*, including law, medical, scientific terms, etc., then why waste time over reform in Latin pronunciation?

found the following words, which deserve the calmest and most serious consideration on the part of those who consider it the duty of a scholar to be loyal, not only to his country, but also to his mother-language :

318. "Our mother-tongue's rights should not only guard her against injury from the ignorant and careless and vicious, but also, strange as the remark may seem, from the injudicious zeal of scholars and philologers, who are often led to confound antiquarian learning, most valuable in itself, with living language, the word-fossils of the dead and distant past with the animated forms and utterances of the active, vigorous present. This is not the time nor the place to discuss what I allude to at any length ; but it is known to you all that a warm controversy has been going on for some years as to the pronunciation of Latin, a language that enters so largely into our modern English. When once Harvard University had decided to adopt the *new*, or, as it is claimed, the old method, I felt it my duty as a classical tutor, preparing pupils for that university (after entering a strong public protest in the interest, as I believed, and still believe, of our mother-tongue, against the change), to submit to the wishes and authority of the leading university of my adopted country. But I have daily proofs among both my own pupils, and yet more among those of some public schools, of the justice of the fears expressed by me two years ago, of the probable evil *reflex* influence of the new Latin pronunciation upon our English language. We may lightly laugh at the novel appearance of Keekero and Kaisar in place of the long-familiar Cicero and Cæsar, but when we daily hear the same hard and harsh pronunciation extending its sway over hundreds of words familiar to us as household terms, as the works of Shakespeare, Milton, and other great masters of our mother-tongue, it is time for an honest teacher and lover of his native language once more to raise a voice of warning, and especially to entreat our young people, even while learning Latin in the new style, not to be led by a love of novelty, or by ostentation of 'advanced scholarship,' to revolutionize and ruin our grand old English language, by dragging it, as it were, back through the ages of its grand and rich development, in order to dock and lop it into likeness of the uncouth Latin of two thousand years ago ! During nearly twenty years, I have given proofs here of earnest devotion to Greek and Latin scholarship, and to the advocacy of *thoroughness* in the teaching of those languages ; but now, once again, as often before, I maintain that our love and loyalty are due first and foremost to our MOTHER-TONGUE !"

319. This distinguished linguist and teacher uses the new pronunciation, though he does it under protest, in preparing pupils for Harvard University, and his experience as to the reflex influence of the reformed method on our English tongue is of the utmost importance in the case before us. What Dr. Humphreys, of Boston, and Professor Thacher, of Yale College, find to be true in actual practice, will very likely prove true with all who will give sufficient attention to the subject to see the real results in the class-room. Every tree is known by its fruits ; every doctrine must be tried by its practical results. This is true in the domain of thought as well as in the domain of action. Testing the new system by this principle,

we have to apprehend the most serious consequences to our own tongue. To sum up: The English system puts the student in possession of all the proper names, as soon as the quantity of the penult is known; makes him master at sight of all the Latin expressions that have been incorporated into English, and makes him more familiar daily with the mother-tongue. The Roman mode, on the other hand, disables the student for handling our large lexicons, and introduces, almost of necessity, a new pronunciation of all the proper names, makes confusion of the many Latin words and phrases which have been made part of our own vocabulary, and, what is worse, tends to revolutionize the tongue of both England and America.

320. 6. There is another phase of this threatened REVOLUTION—a phase of which some of the followers of the phonetic mode are fully conscious, and of which others seem at least to be wholly unconscious. We mean the SPELLING REFORM, now so ably advocated by such scholars as Whitney, of Yale College; Haldeman, of the University of Pennsylvania; Harris, of St. Louis; and others. They hold that the Latin was a phonetic language, that every letter had its sound and every sound its sign. But we use the Roman *alphabet*, and if those able teachers can introduce the phonetic orthography into our English tongue, then the revolution of the Anglo-Saxon is complete. There is no desire whatever to misrepresent the *Spelling Reform Association*, and they shall be allowed to present their own case. Professor March, the ablest Anglo-Saxon scholar living, in an address delivered in Philadelphia, in August, 1876, uses this language:

321. "In behalf of this system it may be said that

it will be easiest to read for all who read French, German, Latin, Greek, or Anglo-Saxon, and will have all learned associations in its favor. It will be easiest for children and the illiterate to learn. It will make the learning of foreign tongues easy. It will settle the school pronunciation of Latin and Greek. We shall pronounce, of course, as the Romans did, for that will be our natural reading of the letters. No one will think of studying up a pronunciation so remote and difficult as our English method will then become, or of making a *lingua Franca* of good old Latin, after the manner of the so-called Continental method."

322. That the *Reform Association aim at revolution in English orthography* is as certain as that two and two make four. This is conceded. That the reformed Latin pronunciation means revolution in Latin is just as certain. That too is conceded. *Reform* in English spelling and *reform* in Latin pronunciation are natural allies. They logically go hand in hand. The hard method must come into our vernacular as an inevitable necessity. For Professor March says, "We shall pronounce, of course, as the Romans did, for that will be our natural reading of the letters." Hence, the English and the so-called Continental modes of pronouncing Latin, according to Professor March, will no more be thought of, and, worst of all, and positively sure in process of time, will be the dragging of our noble English tongue, with all its hallowed associations, back to the hard, harsh, and uncouth standard which Roman Latinists insist characterized the stately Latin two thousand years ago.

323. The *Reform Association* would have us spell

thus: "*Arcitect, cemistry, caracter.*" (Bulletin Spelling Reform Association, July, 1877, No. 2.) It is amazing that the advocates of the so-called Latin method do not see that the avowed tendency of the spelling reform, and still more amazing that they do not see that their system, by a logic as irresistible as fate, not only displaces what may be called the rival systems of Latin pronunciation, but also forces a revolution upon their native language. This is not simply the cry of an alarmist. It is a consequence that has been published to the world for years.

324. Look further. This reform in spelling will involve a serious hindrance in etymological studies; our great dictionaries become comparatively worthless; our language becomes a "*rara avis in terris,*" as foreigners can not, without much difficulty, recognize English words akin to their own or other foreign tongues; printers must get new type; everybody in a certain sense must again learn to read, etc. These objections are recognized on all sides by the spelling reformers. They tell us that time will remedy the evils. That is, if people will *revolutionize*, they will, in the course of generations, become accustomed to the legitimate consequences of this fundamental and radical change. Spelling reform means revolution, the reformed Latin pronunciation is its natural ally; both mean revolution, the one directly and the other indirectly, and that, too, in the English language.

325. It is sincerely believed that there is no adequate reason for abandoning a pronunciation that tends to conserve the English language and to mature English scholarship, and adopting another that works such confusion in all departments of learning, and

whose hard sounds might in time revolutionize the Anglo-Saxon tongue.

326. It must be obvious, therefore, to any considerate mind that the change proposed by the reformers is radical and revolutionary, and none but the most overwhelming reasons can justify any one in acquiescing in its claims.

327. 7. But it may be urged that the use of the REFORMED METHOD would render English-speaking Latinists INTELLIGIBLE ALL OVER THE WORLD. This argument would come with great force if founded on fact. Just here we join issue with the friends of the new pronunciation. What are the facts? These: no two nations in Europe pronounce Latin alike; the Roman method does not coincide with a single system in Europe: and the American or Englishman, with the hard sounds, would be as unintelligible on the Rhine, Seine, and Tiber, as if he used the English mode. More: in Italy the true pronunciation, as it is called, would add harshness to unintelligibility. For proof of what has just been attested, let the scholar examine the sounds of the modern languages, and particularly the consonants which make articulate speech what it is.

328. For instance, there is a wide difference in *v*, *j*, *c*, between the Italian and the reformed system, as taught in England and Germany:

v = *v*, in Italian.
v = *w*, in German.
j = a vowel, in Italian.
j = *y*, in German.
c is soft before *e*, *i*, *y*, etc., in Italian.
c is always hard in German.

As an illustration of what the Spelling Reform Association wishes to accomplish, take the following :*

FONETIC PRINTING OV DHI AMERICAN SPELLING REFORM ASSOCIATION.

"Anudher objecshun hwich haz considerabl influens, iz dhat a niu sistem wud obsciur dhi etimoloji ov wūrdz, hwich iz nau shōn in meni cēses bai dhi speling. But az regardz dhis, dhi etimoloji ov wūrdz iz ov litl practical valyu ecsept tu scolarz, hu cud ōlwēz get it aut ov buks ov lexicografi; it iz not wūrth hwail fōr dhēr benefit tu impōz a hevi būrdn upon dhi wūrld at larj. But aur comun speling iz ofn an untrustwūrdhi gaid tu etimoloji. Tēk dhi wūrd *sovereign*: dhi pīpl hu fūrst spelt it so suppōzd no daut dhat it had sumthing tu du widh *reign:* but it sūrtenli haz not. It cumz from Latin *super*, thru Italian *sovrano*, etc. But ai wil go fūrdher, and sē dhat dhi wōnts ov a filolojist recwair a diferent sistem. Hwot iz impōrtant for him iz dhat hī shud nō dhi condishun ov a langgwēj at eni givn pīriod ov dhi past, dhat hī mē bī ēbl tu trēs it thru its sucsesiv chēnjez tu its lētest fōrm. Nau in duing dhis hī must depend mēnli on dhi speling and dhi raiting; if dhis bī mentēnd invēriabl from ēj tu ēj amid ōl miutēshunz ov spōkn wūrdz, dhi filolojist iz depraivd ov hiz mōst sūrvisabl gaid. Ai wud giv a gud dīl tu get a Fonetic Niuz ov Chaucer'z taim, dhat ai mait nō hau far sum impōrtant fenomena ov dhi modern langgwēj—az, fōr instans, dhi chēnj ov 'a' tu 'ē,' ov 'ē' tu 'ɪ' and ov 'ɪ' tu 'ai'—had establisht dhemselvz faiv senchuriz ago." PROF. J. HADLEY.

Réformed Latin pronunciation, in Etymology, robs the *ear* of the sound and the Reformed Spelling robs the *eye* of sight, in tracing our own words.

* The types for this page could not be obtained in New York. Thanks are due Prof. F. A. March, LL. D., the distinguished President of the Spelling Reform Association in America, through whose kindness the electrotype was prepared.

329. Dr. Humphreys, formerly of Cambridge, England, speaks as follows :

"As regards the statement dwelt upon by Professor Mayor—of whom I would speak with the utmost respect, as well as friendship—that the reform, if carried out thoroughly in England and America, will render 'English-speaking Latinists intelligible all the world over,' I must emphatically dissent" (section 249, 5th).

330. If there should arise a necessity for it in conversation, the real scholar (no other one can converse in Latin) can adopt the new method at once. On this head consult the letter already quoted from the headmaster of Rugby School (section 238).

331. In view of what has been said of the Continental system in chapter second, nothing further under this head is really necessary. Those who wish to acquaint themselves with the facts in the case are referred to that chapter. There it will be seen that the plausible pretext for the so-called Roman, that it makes us intelligible throughout the world, is wholly removed by the truth in the premises.

332. 8. THE REFORMED METHOD INVOLVES A RUINOUS WASTE OF TIME IN THE CLASS-ROOM.—In pronouncing Latin, the English and American mouth can easily accommodate itself to the niceties of elocution, and can at least give the sense elegantly with kindred sounds; but it must take years to do this with such an artificial system as this one has proved itself to be by the various phases of it presented by its friends, and it will be with most persons rough and altogether foreign at last. Appeal to practice, far more valuable in such a case than abstract discussion. Charles B. Scott, head master of the famous St. Pe-

ter's College, Westminster, England, whose letter has been given in chapter five, says: "In some [schools], no doubt, the change has been more or less successfully made, but we found the waste of time involved in correcting mispronunciation to be fatal. It is hard enough to teach the various subjects required in the hours which are available, and if the Latin hours are to be spent in mere vocal exercise, the language can never *be* learned in the time, nor the author studied. The change has little value for mere boys." But, say the reformers, the system is quite easy; the vowels differ only in *quantity*, not in *quality*, of sound, and these sounds are quickly learned by the average boys; the consonants, with about seven exceptions, are like the English. A conspectus of the new system looks very easy indeed; but it should be remembered that these boys, to be accurate in the "Roman" in practice, must revolutionize their organs of speech and pronounce the vowels and several of the consonants in a way totally different from that to which they have been accustomed from childhood. Lip-habits, like all others, are changed with extreme difficulty and after much time has been spent. Even then many of our Latinists, when the test comes, may say *sibboleth* instead of *shibboleth*.

In this age, American and English boys have no time to waste on foreign sounds in uttering Latin, especially when there is a scholarly pronunciation familiar to them already (sections 245, 249, 352).

333. 9. The stronghold of the reformers is the assistance their system gives in COMPARATIVE PHILOLOGY. When we look at the influence of the new mode on the English tongue, it is positively injurious,

as has been already seen. Viewed in relation to the languages of modern Europe, it does not possess a tithe of the value claimed for it by its friends. What are the facts? Most students in England and America study Latin for the culture it yields, and for its reflex influence on their native language, which has levied such immense contributions on the Latin within the past fifty years. Comparative philology is not thought of by the vast majority of students. They have no time for it, and hence every moment spent in learning a system because it is held to be valuable in this inviting field is simply lost by nearly all English-speaking students. Of the five hundred students in Missouri University, how many will devote themselves to philology? Perhaps not ten, perhaps not two; of the sixty thousand students in the colleges in the United States and British Possessions, not including Catholic institutions whose statistics are not at hand, how many will devote themselves to philological research? Take Harvard University, or Yale, or Michigan, and statistics show that comparatively few ever devote themselves directly to a comparison of the languages of the earth. Granting what is claimed by the phonetic method in the direction named, would its advocates have our students waste their time in learning a mode that will benefit not five pupils out of a hundred? Shall one hundred boys be compelled to sacrifice their English scholarship and waste their time for a certain benefit that may or may not accrue to five of their number? If any one has a taste for comparative philology, and the hard mode of pronouncing Latin *does* give aid, then let him learn it. If he is a genuine scholar he can readily do it; if he

is not, comparative philology has no attraction for him. This plea of the revolutionists, therefore, may be plausible, when aptly presented, but when sifted is misleading, and really makes more obvious the claims of the old English pronunciation, for this, by universal consent, does assist all in mastering their vernacular.

334. 10. Again, the reformation or revolution, if carried out, would divorce us from scholarly communion with all who were educated a generation ago. Our own fathers could not understand us.

In the words of one of the ablest of our educators: "Certainly, if all American colleges and schools shall be induced to adopt it, the remark will apply to their alumni, who will be able to understand one another when speaking or reading Latin; but at the same time a strong dividing bar will be thereby placed between them and the communion of scholarship with their fathers and all the old-school Latinists of the country, many of whom have attained a solid fame which the rising generation may be proud to emulate, but can hardly hope to surpass."

335. In answer to the truth here presented, that the adoption of the so-called Roman sets the scholarship of to-day at variance with that of the generation now passing away, the reformers reply:

"It appeals on the one hand to the *laissez-faire* instinct that, in science, would still explain the phenomena of heat by the exploded caloric theory; and on the other, to the instinct of sentimentalism, which deems it sacrilege forsooth to abandon a pronunciation sanctioned by the usage of Everett and Webster."

336. Is this reply true? We think not. The

teacher does not call up the caloric theory to explain the phenomena of heat, simply because we rest now on a basis of scientific truth. Just here the new pronunciation fails, for nobody knows how the Romans pronounced Latin, and we never can know. We must be excused, therefore, from displacing a system that has yielded such glorious harvests of rich scholarship for three hundred years for one that is founded on theory, not on fact; one in whose defense no two champions agree. Every one of its belted knights sees the shield from his own side. As to the sentimentalism, these scholars must excuse us for following the footsteps of the intellectual giants of the past, rather than joining them in the Quixotic expedition after the unknown and impossible.

337. 11. The English mode tends to make the Latin a LIVING LANGUAGE.

There is too much tendency now to make the ancient languages *dead* languages, a kind of rare accomplishment, a kind of outside affair that has no real practical value. The new mode, by its oddness and strangeness, greatly increases this tendency.

338. The student hears foreign sounds constantly, sees the Latin divorced from all direct beneficial effect upon his daily vocabulary, and is consequently made to feel that his Latin is only a relic of a distant age. Nothing should be encouraged by scholars that will make the ancient tongues appear less familiar, less practical, less vital than they are now. Let the class feel that their Latin has a vital connection with the active, thrilling scenes of this busy age. The English mode secures this, and does it without trouble and without loss of time. One of New England's great

teachers says, "I want nothing done to make the ancient languages less familiar than they now are, less a real part of English, less what every English-speaking man ought to be acquainted with." As a matter of fact, the new pronunciation would intensify the prejudice against the classic tongues, as studies of little or no practical value. The English mode, in sound and in etymology, stamps the Latin with a perpetual living interest. The "Roman" buries this classic tongue beneath the rubbish of nearly twenty centuries.

12. There is no hope of inducing other nations to adopt the so-called Roman method. Here no argument is needed.

13. Let attention be fixed on the fact that the introduction of a new pronunciation would add to the difficulties in the early stages in teaching Latin, which is one of the most difficult tongues to master by our American youth.

14. There would seem to be a painful incongruity in attempting to reform the pronunciation of Latin without at the same time reforming Greek. The difficulties in the way of changing the prevailing pronunciation of Greek may be regarded as insuperable.

339. 15. The preceding reasons for the use of the old English method have proceeded for the moment under the concession that the claims of the so-called Roman were to be allowed. Let it now be explicitly understood that we do not concede its claims. No man living can tell how the Romans pronounced their language. The Romanists tell us we must value truth because it is truth, and that error is pernicious because it is error. Very true.

340. But what is truth? Their syllogism is: All truth must be valued and reduced to practice. The so-called Roman mode, as now offered, is truth; and therefore it must be valued and reduced to practice. We deny the minor premise *in toto*. A class could not have a finer specimen of a non-logical or material fallacy than is furnished by the defenders of the innovation. So far from the system resting on a basis of truth, the want of harmony among its supporters discredits the evidence adduced in its behalf, and renders uniformity of practice impossible. "But they are going on to perfection," say they. Very well. How? Is new evidence to be dug up from the phonetic sepulchres of the past? They do not expect this, nor claim it. How, then, is harmony to be attained? We answer emphatically it must come, if it come at all, by *concession*, by *compromise*. Max Müller proposes a compromise over *c* before *e*, *i*, *y*, *ae*, *oe*, and *eu*. A. J. Ellis proposes a compromise over *v*, as the Romance nations can't say *w*. Others would compromise over *m*, over *ae* and *oe*, etc. Then harmony is to be gained by each one yielding a little. Now mark the result. This compromised pronunciation is a *conventional pronunciation*, after all, and the phonetic idea, which is both body and soul of the whole system, is scattered to the winds. A conventional pronunciation, based on theory and compromise, in the nineteenth century, will assuredly not be the pronunciation of the ANCIENT ROMANS.

341. In Missouri University, for reasons, some of which have been given, the English system is carefully taught and rigidly followed in the class-room; at the same time, the advanced classes receive the

most accurate training practicable, as the system now stands, in the so-called Roman method, for whatever value it may have in philological research.

342. Some enthusiastic friends of the new method have expressed surprise that a man of middle age should cling to an old-fashioned pronunciation. In reply, allow me to say that there is no reason in logic, nor "in the eternal fitness of things," why any man should sacrifice his experience and judgment and the rich experience of centuries to any new thing, unless it be founded in stubborn facts and indisputable truth.

343. Whatever mode is used, let there be constant, strict, and conscientious attention paid to quantity. Quantity marks the scholar. There can be no genuine Latin and Greek scholarship without it.

344. The condition to which the mind is irresistibly forced in the review of the whole case is, that every known system of pronunciation is merely conventional, and that no method is warranted in putting forth exclusive claims to recognition.

NOTE.—"The university has adopted the following system of pronunciation [the Roman], based upon the investigations of Corssen and other eminent philologists, and now employed in its essential features in the universities and leading schools of England, and in Harvard, Cornell, and other institutions of this country, as being proved beyond question a close approximation to the Roman pronunciation in the time of Cicero."

The quotation just given is found on page 23 of the Catalogue of the University of Michigan for 1878–'79. It has been repeated for several years. In view of the state of fact in England in regard to pronunciation, the quotation contains a statement not a little surprising. For answer to the whole paragraph, reference may be made to the letters from England, in this work, and also to the want of harmony among Roman Latinists, as already shown. The Roman mode is practically dead in England.

CHAPTER X.

ALLEN ON THE "ROMAN" MODE.

350. MR. J. H. ALLEN (Allen and Greenough's books are well known as among the best ever published in America) was the first scholar who ever employed the phrase "Roman method," and his "Grammar" contains a very clear exhibit of what he prefers to call the "phonetic" mode. In an able article in the "New England Journal" for December 30, 1880, Mr. Allen gives expression to his skepticism in regard to the new mode, and at least intimates a fear that "we are losing something of the *substance* in catching at *a very empty shadow*." It is but just to this scholar, and also to the question in hand, that he be allowed to speak for himself. This and the reply to it are among the very latest utterances on the subject to be found anywhere. Perhaps Mr. Allen's article may be the unerring arrow that struck the fatal tendon of Achilles.

MR. ALLEN'S "QUERY."

351. "I wish to raise a question as to a tendency, of late years, in the teaching and learning of Latin. If it is worth while to keep up the study of that language at all, in our higher schools—which we need not dispute at present—then, no doubt, it should be

studied for its literary and historical uses mainly, and not for a few beggarly elements of antiquarianism and scientific philology. To many a bright pupil, Virgil and Ovid are, or may be, the first introduction to the delights of poetry; and the first wakening of a genuine historic sense will be got from reading Cæsar or Cicero in their own tongue. But one can not begin in that way, or at that age, to be a learned grammarian or philologist. And I am afraid we are losing something of the substance in catching at a very empty shadow. I am too ignorant to dogmatize. I only doubt.

352. "In the first place, is not an enormous disproportion of time given to the matter of pronunciation? In this I may have something myself to answer for. So far as I know, I was the first person that ever wrote the phrase, 'Roman method,'* to denote a certain style of pronouncing, to be taught in an elementary text-book, without the smallest suspicion of the noisy and troublesome revolution impending in our parts of speech. Since then I have come to prefer and use the term 'phonetic.' Now this method is no doubt very valuable as a help to learn the language in its elements, and in tracing its phonetic changes. It is far easier, for instance, to explain *cecini* from *cano*, with a hard *c*, than a soft one. But, as a method of pronunciation for practical use, I do not believe it is worth one tenth of the trouble, irritation, and ridicule it has cost, even if the end could be attained, and if that end were desirable. There may be reckoned, at any time, a community of (say) half a million educated persons in this country who have a fair acquaintance with at least the easier Latin authors, and a good many more to whom the current Latin phrases are reasonably familiar. What breaks (so to speak) the literary tradition, what makes Latin more distant and strange to the educated class, is an evil far greater than any good from an imaginary accuracy in reaching the standard of a true 'Roman' pronunciation.

* "I had it from Professor Lane."

353. "Besides, I doubt whether we are likely to come any nearer to such a standard than what would make our reading of Latin a barbarous and painful travesty to a Roman ear—something like the average grammar-school French to a Parisian. What that is we may guess, perhaps, from the specimen Mr. Hamerton gives of the reading of English by a trained and accomplished Frenchman:

"'At ev ze bittle bommess
Azvart ze zeeket lon;
At none ze veeld be ommess
Aboot ze most edston,'

in which one finds it hard to recognize the delicate music of Tennyson:

"'At eve the beetle boometh
Athwart the thicket lone;
At noon the wild bee hummeth
About the mossed headstone.'

354. "Any one who has given a little study to Ellis's 'Quantitative Pronunciation of Latin' will see that the above hardly exaggerates the probable success of our effort to inculcate the Roman pronunciation in our schools. It has its uses, as I said above;

but we need not flatter ourselves that successful imitation is one of them. Personally, I have a strong predilection for the Italian sound of the vowels in reading Latin. About the 'Roman' pronunciation of several of the consonants—especially *c*, *g*, and *v*, as to which the usage of every tongue derived from Latin might suggest a query—I am rather skeptical. Who knows how the Romans pronounced *gn*, *sc*, or the initial *j*? And, considering the value of easily recognizing *by the ear* the English derivations from Latin, it seems not very unlikely that, practically, Donaldson's curt rule may prove the best, after all—*to read a Latin sentence just as if the words were English*, only observing the rules of accent, and bearing in mind that there are no silent letters. At any rate, this would be better than the case I have heard of, where, in a popular address, the phrase *vice versa* was pronounced in a way that the average hearer must have taken for 'Weaky—'ware, sir!' as if the platform were breaking down under him. Perhaps it was.

355. "Another question occurs as to some of the later fashions in orthography. We are going through an uncomfortable transition stage, and it is a serious question how to lighten the inconvenience of it to the learner. Certain simplifications, as *ceteri*, *femina*, there can be no objection to, perhaps; and a few rectifications, as *cœlum*, *condicio*, *contio*, we need not quarrel with if they *are* rectifications. But why change the familiar, almost English, *humerus* and *arena* into *umerus* and *harena*? As any editor of a modern text-book knows, these supposed corrections have resulted, so far, in a chaos of usage, in which I have never found any two 'critical' editors alike.

The real grievance is, that some of these modern improvements add appreciably, if not seriously, to the difficulty of the language to the ordinary reader. Now, Latin is a hard language at best—harder, I fear, than many of our teachers understand. Whatever adds to its difficulty should be sharply challenged. Whatever destroys or disguises forms in spelling that give an easy clew to its structure, or even alters a recognized and familiar conventional form, is to be looked upon as a *prima facie* enemy to our learning, and admitted only on sad compulsion—not caught at hastily, as some do, as the last new 'dodge' or 'wrinkle.'

356. "For example, it was an evil day to our scholarship when, with our absurd deference to German custom, we lost the distinguishing mark of the ablative in *a*, and of *cum* 'when.' It was awkward and poverty-stricken to abolish *j* and use *i* instead; no less so to abjure the convenient 'digraphs,' so that one must learn by act of memory that *coemi* has three syllables and *coepi* only two, while nobody can tell from the looks of it whether *aere* is 'brass' or 'air.' It was still worse when, on a theory of Ciceronian usage, we dispensed with the double *i* of the genitive. Is it likely that Cicero, even, did not distinguish in some way the genitive of *arbitrium* from that of *arbiter*, or that of *judicium* from the dative of *judex*? Of course he did; if not by doubling the letter, as we do, then perhaps by lengthening it, as the Italians do, who from *tempo* make *tempi*, and from *tempio*, *tempj*.

357. "Or shall we, on Milton's authority—which is perhaps as good as Cicero's—go back to 'suttle theefe'? A still worse offense is in dropping the

most characteristic letter in the compounds of *jacio*. Having carefully instructed our pupil in the rule of vowel-attenuation, and that *facere* thereby becomes *conficere*, we then—just because the German fonts appear, in their poverty, not to supply the letter *j*—proceed to turn *jacere* into *conicere*, to the bewilderment of the pupil, the violation of prosodic rule, and the certain confusion with *icere*, 'to hit,' and against the protest, too, of the later Romans themselves—like Aulus Gellius, for instance, whose judgment and argument are cited by Mayor, in his new critical edition of 'De Naturâ Deorum,' which very sensibly restores the *j*.

358. "Mere orthographical niceties, in the schoolroom, are foreign to the true end and aim of education. They give us a pitiful little dose of antiquarian information; they sacrifice ten times as much of what makes the language somewhat more easy, familiar, and homelike. If the study of Latin deserves to be kept up in our schools, it must be for its real uses, not for its petty philologisms. It is not simply the tongue in which to read a few great authors of a certain period, as they wrote or spoke; still less the tongue to drill in for a few phonetic changes and syntactic rules. It is eminently the language of history, of all civilization and philosophy for a term of a thousand years, of half the nomenclature of modern science. No scholar knows when and where a reasonable facility in it may not be of use to him. The body of Latin literature—post-classical—right at hand, from which I have to draw constantly in my own line of instruction, may be put at something like two hundred thousand folio or royal octavo pages, besides about as much more

outlying material, including scholastic and modern theology. Dr. Jacob Bigelow, who did so much to define the 'Limits of Education,' and to promote modern scientific methods, was especially urgent in setting forth the practical claims of Latin. Surely the best knowledge of it the average learner can get is not what shows its philological niceties, but what puts its real treasures at his command on the easiest terms. There need be no quarrel with the nicer criticism. There need be no hesitation in accepting its results, when definitely agreed on. But our first business is to get at an understanding of the language *as it actually is in the books we read*. The finer points can afford to wait. J. H. ALLEN."

359. Professor Tetlow, of Boston, a very accurate scholar, and a very judicious defender of the phonetic mode, read Mr. Allen's "*protest*" with regret, feared its effect if unanswered, and replied in the "New England Journal" of January 20, 1881, as follows:

"MR. ALLEN'S QUERY."

360. "I have read with regret Mr. J. H. Allen's protest (published in the 'Journal' of December 30th) against recent reforms in Latin pronunciation and orthography. As such a protest, from such a source, may, if left unanswered, work mischief, I beg leave to append a few comments suggested by it.

361. "'In the first place,' asks Mr. Allen, 'is not an enormous disproportion of time given to the matter of pronunciation?' If this question has reference to the practice of the class-rooms in which the phonetic method of pronouncing Latin is used, I answer unhesitatingly, No. This method of pronunciation, when

rightly taught and used in the class-room, not only involves no loss, but secures a gain, of time. It enables the teacher, when his pupils enter upon the study of Latin poetry, to dispense with the arbitrary rules of prosody, which the use of the English method renders necessary. For when the pupil is prepared to begin the 'Æneid' or the 'Metamorphoses,' he has already learned by observation and practice—in other words, has established inductively—the quantity of the vowels, not only in the final and penultimate syllables which the rules provide for, but in the stem and root-syllables also, of a respectable number of vocables. With a little instruction in the theory of the verse, he is prepared to begin rhythmical reading at once.

362. "I am aware that many advocates of the English method recognize the importance of the observance of quantity, and maintain that the use of this method does not necessitate the violation of it; but I think all teachers will admit that the difficulty of holding the pupil to the observance of English analogies in the pronunciation of Latin, and of holding him at the same time to the observance of quantity, is practically insurmountable. If, however, the Latin names of the letters of the alphabet are taught to a class beginning Latin—and this, in my judgment, should be the first step in the introduction of the class to the use of the phonetic method—the pupil learns at the outset that each of the vowels has two names, the one designating its long sound, the other its short sound. He learns, also, that these names are identical as to quality of sound, but that they differ in quantity. If, from this time forward, whenever he is called upon to spell a Latin word orally, he is required to use the

Latin names of the letters, pronouncing long *a* '*āh*,' and short *a* '*ăh*,' etc.; and if, in his written exercises, he is required to mark the long vowels, he gradually, without conscious effort, masters the quantity of the Latin vowels as he masters the vocables themselves. He thus takes his first lesson in prosody when he takes his first lesson in the language; and takes a new lesson in prosody with every word that he adds to his vocabulary. By this process his ear becomes quickly appreciative of quantitative distinctions, and he obeys the rules of prosody without knowing that such rules have ever been formulated. The use of the phonetic method of pronouncing Latin, therefore, by doing away with the rules of prosody, results not in a loss, but in a gain, of time; and, further, by enforcing the observance of quantity from the beginning, it trains the pupil, by a method that is both simple and consistent with itself, to a correct quantitative pronunciation.

363. "But perhaps Mr. Allen's query relates, not to the practice of the class-room, but to the discussions that have prevailed for some years among Latinists. It is true that, of late years, Latin scholars have been giving a disproportionate amount of attention to matters of pronunciation. This is because they are now occupied in clearing away the accumulated errors of centuries; and because, while prosecuting this work, they have to encounter the obstinate prejudices of those who cling to the usages of preceding generations. In other words, it is because this is an age of transition. There was a time when the physicists devoted a disproportionate amount of experiment and argument to the establishment of the now-generally-

accepted theory that heat is a mode of motion; and, until the force of evidence and of respectable authority became irresistible, there were many who, clinging tenaciously to the caloric theory, regretted that the scientific theorists were multiplying the difficulties of the learner, and overturning the established modes of interpreting the action of physical forces. I shall not soon forget my feeling of indignation when I discovered, on leaving college, that I had been taught the caloric theory of heat, by one of these conservative physicists, about five years after it had been exploded. I venture to say that there are at present many college-lege-bred men in middle life who, having given no special attention to chemical theories since graduation, are still puzzled to understand why the symbol for water is no longer HO, as it used to be. When the accumulated rubbish of centuries has been cleared away, and the obstructionists have ceased to persist in futile obstruction, Latin pronunciation will be a very simple matter.

364. "The facts once established and accepted, Latin pronunciation, as a topic for disputatious argument, will be relegated to its appropriate subordinate place; and its refinements may then be left where, in ordinary times, they belong — to specialists and pedants. For the present, we must still be willing, on occasion, to talk and write about it.

365. "Mr. Allen is skeptical about the 'Roman'*

* Professor Lane, from whom Mr. Allen says, in a foot-note, that he borrowed the term "Roman method," would little fancy being made responsible for this expression. His friends know that he has always earnestly protested against it as a "gross misnomer and barbarism."

pronunciation of *c*, *g*, and *v*. In a series of articles published in the 'Journal' about two years ago, I endeavored to make clear the evidence on which the accepted pronunciation of these letters rests, and will not here repeat the familiar arguments. I think the pronunciation of which Mr. Allen is skeptical has been satisfactorily made out; but, assuming that it has not, Ritschl's query is nevertheless pertinent. 'Suppose,' he says, 'we are not sure of one or two sounds, is that any reason why we should pronounce *all* in a way we know to be *entschieden grundfalsch?*'

366. "Mr. Allen doubts whether we are likely to come any nearer to the standard of a true Roman pronunciation 'than what would make our reading of Latin a barbarous and painful travesty to a Roman ear'; and quotes, in illustration of the degree of approximation he thinks we have attained, Mr. Hamerton's specimen of a Frenchman's reading of Tennyson's 'Claribel.' So far as I am aware, I was the first to borrow Hamerton's illustration, in discussing the claims of the so-called Roman method of pronunciation. I used it to show the absurdity of reading Latin with the English pronunciation; and the illustration as I used it presented, as I think, a perfect parallel. Professor Fisher, in the second edition of his 'Three Pronunciations of Latin,' replying to the strictures I had made on the arguments employed in his first edition, seized upon this illustration, and ingeniously used it in a flank movement against the argument it was intended to support. A careful comparison of the genuine and travestied forms, however, in the stanza used by Mr. Allen, will show that this illustration of Hamerton's exhibits the absurdity, not of

the so-called Roman method of pronunciation, but of the English. The Frenchman pronounced 'eve' *ev* (i. e., as if written in French *ève*); he pronounced 'the' *ze*; 'beetle,' *bittle*; 'boometh,' *bommess*; 'athwart,' *azvart*, etc. That is, to the English vowels and consonants he gave the sounds of French vowels and consonants, that are pronounced with the vocal organs placed in entirely different positions from those used in the pronunciation of the English vowels and consonants he supposed himself to be reproducing. The sonant *th* of 'the' he called *z*, the surd *th* of 'boometh' he called *ss*, the *w* of 'athwart' he called *v*, etc. In like manner, those who use the English pronunciation give to the *i* and *u* of *pīlum* the sound of *i* in *tide* and of *u* in *sun* respectively; to *t* in certain situations they give the sound of *sh*, to *c* the sound of *s*, to *g* the sound of *j*, etc. In pronouncing Latin they follow the analogies of their own tongue, precisely as the Frenchman in reading English followed the analogies of his. Does Mr. Allen candidly think that the so-called Roman method furnishes no nearer approximation to the true standard than this?

367. "From pronunciation Mr. Allen passes to the consideration of 'later fashions of orthography.' To stigmatize as '*later* fashions in orthography' the correct Latin forms that have been restored in obedience to the express testimony of the ancients, or in conformity with the results of a laborious study of manuscripts and a painstaking comparison of inscriptions, seems to me a palpable misapplication of terms.

368. "'Any editor of a modern text-book knows,' says Mr. Allen, 'that these supposed corrections have resulted in a chaos of usage.' Mr. Allen has had a

wide experience in editing modern text-books, and may have been subjected to greater inconvenience than I am aware of. I have not found, however, in good editions, a 'chaos of usage' in cases where the universal testimony of inscriptions and of manuscripts beyond a certain age proves that there is only one right way. But when a pupil, with inherited prejudices in favor of Mr. Allen's principles, brings into my class-room the same Cooper's 'Virgil' that her father used in his preparatory studies, and reads a few verses aloud—the rest of us following with Allen and Greenough's text—the disagreement, I confess, approximates the chaotic. I have always held Cooper accountable for the 'chaos'; it seems Mr. Allen would have it charged to himself and Mr. Greenough.

369. "Mr. Allen is writing for teachers, and he tells them that 'Latin is a hard language,' 'harder, he fears, than many of them understand.' 'It is a serious question,' he says, 'how to lighten the inconvenience' of the transition stage 'to the learner.' Does Mr. Allen think that the restored orthography, which he finds so troublesome, is the occasion of any embarrassment to the *learner?* To the learner, who enters upon the study of the language with no preconceived notions, and therefore with the advantage of having nothing to unlearn, the correct forms are as simple as the incorrect. Any sympathy expended on him in this matter is wasted. But, assuming for the sake of argument that the restored forms do present greater difficulties to the learner than the mediæval forms which they displace, what has that to do with the matter? We are striving to acquaint our pupils with ancient, not mediæval, Latin; to this end, we

profess to put before them, for study and imitation, models of pure Latinity. Are we or they to shrink from difficulties? It is a question of right and wrong, of truth and error; it is in no sense a question of ease and difficulty. If Mr. Allen thinks that in following our convictions we are simply catching at 'the last new "dodge" or "wrinkle,"' he is welcome to his opinion.

370. "Mr. Allen says, 'It was an evil day to our scholarship when we lost the distinguishing mark of the ablative in *a*.' He is here referring evidently to the use of the circumflex accent, which appears in his article in the expression *primâ facie*. As Mr. Allen is the author of a Latin grammar, he has presumably given some attention to the ancient grammarians. He must be aware, therefore, that the circumflex accent was used by the ancients solely to mark the rising, followed by the falling, tone; and that, except in the case of monosyllables and a few such words as *prodûc* for *prodûce*, *illîc* for *illîce*, etc., it was never employed on final syllables. If Mr. Allen recommends the use of the circumflex accent in Latin for a purpose totally different from that for which the ancients used it, and insists on placing it over a syllable from which the principles of Latin accentuation excluded it, does he think he is working in the direction of simplicity, and lightening the labors of the learner? On the contrary, he is introducing confusion, and inculcating error; and is making Latin 'harder, I fear, than many of our teachers understand.'

371. "In objecting to the substitution of a single *i* for two *i*'s in the genitive of such words as *arbitrium* and *iudicium*, Mr. Allen says: 'Is it likely that Cicero did not distinguish in some way the genitive of *arbitrium* from that of *arbiter*, or that of *judicium* from the dative of *judex*? Of course he did; if not by doubling the letter as we do, then perhaps by lengthening it, as the Italians do, who from *tempo* make *tempi*, and from *tempio*, *tempj*.' What does Mr. Allen mean by all this? Does he not know that the genitives of *arbitrium* and *iudicium* are *arbi'tri* and *iudi'ci*, and that the genitive of *arbiter* and the dative of *iudex* are *ar'bitri* and *iu'dici*; and that, for the ear, at least, any further distinction was superfluous? His own Grammar (page 17, foot-note) is authority for the retention of the original place of accent in these contracted genitives; and on this point his Grammar is supported by Priscian and Aulus Gellius, as well as by the analogous retention of an original accent in such words as *prodûc*, for *prodûce*, *illîc* for *illîce*, etc. Or does he mean that Cicero felt the need of an additional distinction for the eye, and made this distinction, 'if not by doubling the letter as we do, by *lengthening* it'? If this is what Mr. Allen means, are we to infer that he supposes the final *i* in the genitive of *arbiter* and the dative of *iudex* to be short?

372. "On the substitution of *i* for *j*, Mr. Allen remarks, 'Just because the German fonts appear not to supply the letter *j*, we proceed to turn *jacere* into *conicere*, to the bewilderment of the pupil, the violation of prosodic rule, and the certain confusion with *icere*, "to hit".' As to the claim of the letter *j* to appear in Latin texts, it will be sufficient to remark that this letter was invented and introduced into use by the Dutch printers, no longer ago than the seven-

teenth century. As to the poverty of the German fonts, does Mr. Allen attribute to this poverty the exclusion of the letter *j* from Munro's text? Mr. Allen fears that *conicere* will bewilder the pupil, and result in a confusion with *icere*, 'to hit.' While strongly insisting that the bewilderment of the pupil, whether real or fancied, has nothing to do with the correctness or incorrectness of a Latin form, I may remind Mr. Allen that, as there is no compound in the Latin language of *icere*, 'to hit,' with *con*, this bewilderment of the pupil is purely a figment of his imagination. But, if the restorers of Latin orthography are censurable for concealing from the pupil the etymology of the compounds of *iacio*, what shall we say of Virgil and Lucretius, who make *reice* (Virg. E. 3, 96) and *eicit* (Luct. 3, 877; 4, 1,272) dissyllables? Again, what violation of prosodic rule does Mr. Allen detect in *cōnicere*? I recognize none.

373. "But I have consumed too much space in commenting on Mr. Allen's strictures. My apology for doing so must be my regret that the senior editor of a series of text-books that have contributed in no slight degree to awaken and strengthen, in the teachers of secondary schools, an interest in Latin orthographic reforms, should have publicly assumed the position now taken by Mr. Allen.

374. "In conclusion, I desire to refer such teachers as may have read with approval Mr. Allen's 'Query,' to Munro's 'Introduction to Notes I' (pp. 30–32), in the third edition of his 'Lucretius' (Cambridge: Deighton, Bell & Co., 1873). They will there find a brief history of the 'conventional' spelling, whose claims Mr. Allen considers paramount. They will find, moreover, that its authors, in establishing it, were doing precisely what the reformers of the present day are criticised for doing, viz., trying to 'get rid of the frightful mass of barbarisms which the preceding centuries had accumulated.' But, as Munro remarks, 'the Lachmanns and Ritschls of the nineteenth century have a better right to dictate to us in the present day what shall be accepted as "conventional," than the Poggios and Vallas of the fifteenth.' Those teachers, on the other hand, who have thought it worth their while to give a little attention to the 'beggarly elements of antiquarianism and scientific philology' will, probably, continue to think — Mr. Allen's 'Query' to the contrary, notwithstanding — that as 'Latin orthography touches in a thousand points the history, grammar, and pronunciation of the language,' it 'is a most interesting and valuable study to those who care to examine it.'

"J. Tetlow.

"Girls' Latin School, Boston, *January* 10, 1881."

MR. ALLEN'S REPLY TO PROFESSOR TETLOW.

"THE QUERIST RETURNS TO THE CHARGE."

375. "I am delighted that my friend Mr. Tetlow, to whose skill, patience, and good-humor I have been largely indebted this year past, gives me the opportunity of returning to the charge suggested in my 'Query' of a few weeks back. It is pleasant, in a discussion of this sort, to have to do with one who treats his respondent as a gentleman. I have painful recollections of an attack, a few years ago, which showed my assailant in a very different light. And, in this

case, I may keep in mind that I have invited the criticism myself. Besides, Mr. Tetlow has remembered that I am an older soldier in this campaign than he—'I said an *older* soldier, not a better'; and I am not the one to forget that the weapons of my warfare may look a little rusty, compared with the exceedingly keen and polished brand-new 'arms of precision' that now glitter in the field.

"One other thing. I congratulate myself that I put my case modestly as a 'Query,' and not, as I first thought of doing, as a 'Growl.' I was moved to put it by a conversation I had just had with a teacher of much experience, who complained that the time of beginners seemed to be pretty much all spent in acquiring certain niceties of 'Roman' pronunciation—perfectly worthless, in my opinion, even if they could be acquired perfectly. I am glad to have drawn out a reply, which shows that the same thing can be done intelligently, and possibly to some advantage. The advantage, I claim, is just what it is stated to be in my former communication—a real help in learning the 'word-building' of the Latin tongue. I am glad, also, to learn that Professor Lane discards, as I do, the misleading term, 'Roman.' I may have had it of him at second-hand, and he may have used it as a joke, for all that I can testify. At any rate, it was quickly caught up and adopted; and, at any rate, I have been anxious to make the right term, 'phonetic,' familiar instead.

376. "Now I am not going to dispute with Mr. Tetlow the ground of which he is so excellent a master. All his points I am disposed to concede beforehand. That is, for all I care. I don't, however, believe, for one thing, that the Roman '*v*' (consonant '*u*') was the English *w*, or anything much like it:* it may have been near the old-fashioned German *w*, which has slid naturally into *v*, just as the Latin did. And I think we can not do better than let it stay so.

377. "Again, the ancients may have written *conicere* and *arbitri*, for all I know or care—just as Milton wrote 'suttle theefe.' What I say is that we have sufficient authority for writing the form which is more distinctive and intelligible to our eye, and had better keep it. It is perfectly easy to explain *reice* (which occurs once in Virgil, and I believe nowhere else), when you come to it. As to the authority of stone-cutters, on the ancient monuments, I will say that I myself once stopped a monument-cutter, who was just going to give the authority of Mount Auburn for 'Christain.' As to the confusion of *conicere* with *icere*, 'to hit,' the point is Gellius's, not mine. That the form *conico* is unknown, is not to the point. We teach our pupils, or ought to teach them, to understand such words, not by the lexicon, but by laws of composition. When I was a freshman in college, I used a compound in a Greek exercise which I *knew* was right, though no lexicon would justify it. I had to wait till a better lexicon came out, and then I found the word. Now I say that *conicere* is a blind or a foil, preventing (so far as it goes) the easy use of the true method of reading Latin. As to the double *i*, it occurs twice in Virgil, and is, I believe, the constant usage in Ovid. That is good usage, and early enough authority to me, for a form which has mani-

* On some Christian monuments it is represented in the Greek by *ου* and *β* in the same inscription, or group of inscriptions.

case, I may keep in mind that I have invited the criticism myself. Besides, Mr. Tetlow has remembered that I am an older soldier in this campaign than he—'I said an *older* soldier, not a better'; and I am not the one to forget that the weapons of my warfare may look a little rusty, compared with the exceedingly keen and polished brand-new 'arms of precision' that now glitter in the field.

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* On some Christian monuments it is represented in the Greek by *ου* and *β* in the same inscription, or group of inscriptions.

fest common-sense to back it. When I said that Cicero very likely wrote the *i* long, of course I meant long in dimension, not in quantity; when he spoke it, he did not need to. I spoke of distinctions *to the eye*. As to what I said of variations among modern critical editions, I can not go into detail to prove it. If Mr. Tetlow will take the trouble to compare Nipperdey's 'Cæsar,' Ribbeck's 'Virgil,' and Baiter and Kayser's 'Cicero,' he will see sufficiently what I mean. Cooper's 'Virgil' I suppose to be an unscholarly book; but this certainly can not be said of Lemaire's splendid 'Bibliotheca,' which has several of the typographical helps I covet. Mr. Tetlow may quote my practice against my theory. No matter. Books are made, among other reasons, to sell. I may have all sorts of objections to a stove-pipe hat, and still submit to wear it because it is the fashion. The more I have to wear what I don't like, the better right I have to grumble.

"The difference between Mr. Tetlow and myself is not a difference of fact, hardly a difference of principle; but a difference in point of view. He writes (or thinks) in the class-room, I in the library or study. The question as it lies in his mind is, how to teach the facts of the language in what we may call a correct *antiquarian* form. The question as it lies in my mind is, how to use, most easily and familiarly, the literary treasures and historical monuments which exist for us in the Latin tongue. I do not, for example, wish that we should train in our schools a set of little prigs, whose first thought on seeing 'conjicere' and 'arbitrii,' or even 'cœlum,' or 'concio,' or 'quum,' or 'causâ,' would be that this is an illiterate or discarded form; but that the word shall convey its meaning to them in the directest and simplest way. These are forms likely to occur in nine tenths of the Latin books they are likely to read—if they should keep up their use and knowledge of Latin. They can not be weeded out in the books that are already printed; and several of them, to those who read those books, are a definite help to the easy understanding of them.

"Now, there is a great deal that I admire in the improved methods of teaching Latin. The suggestions that have come to me in the last ten years, and which I have tried in elementary classes myself, would, I am sure, have been a great relief and comfort to me when I was groping about among those same 'beggarly elements' myself. I have no quarrel at all with any attainable accuracy and nicety in the merest antiquarianisms of orthography and orthoëpy, if they will only take their place in due subordination, and not be drilled or harped on as if they were the Gospel and the Ten Commandments of classic learning. And I may add, that letters I have had—in scores, I was going to say—from all parts of the country, as to the pettiest points of pronunciation, have satisfied me that—whether in the Girls' Latin School or not, at any rate in a good many other schools—a most inordinate stress has been laid upon these quiddles.

"It will be easiest (if you will pardon the egotism) to explain by my own experience how I came to take a different point of view from Mr. Tetlow, and so am in imperfect sympathy with some things that excellent teachers doubtless hold very precious. It was my fortune, or misfortune, to work my way into college as I could, without the help of any training-school

at all; without so much, at most, as three months' schooling, all told, in the classics or mathematics. Somehow or other, I had at ten years old a fair knowledge of Latin inflections, and set myself, out of mere interest in the thing, to read 'Cornelius Nepos,' in an old edition with Latin notes. Now and then my father, who was quite fond of his classics, would give me a shove, by reading over a stiff sentence or two; and so I trudged through the book (except about half of Pomponius Atticus), as I could, and no doubt made out the story pretty well. Then I did the same thing with Cæsar. I remember perfectly well being staggered, after a few chapters, with the subjunctives and infinitives—for I had no theory of 'indirect discourse' till many years after; but I found pretty soon that I could get along with them about as easily as with indicatives (allowing for their eccentric appearance), and traveled on quite cheerfully till I got to the 'Bridge.' Here I stuck awhile; but, finding myself presently in the German woods, enjoyed greatly Cæsar's account of the wonderful beasts that he *didn't* find there, and so left him.

"I need not go on with the process, which I followed up through the Latin and Greek then required (fully the equivalent of that required now); but will only add that in the last six months before the entrance examination I made myself as completely master as I could of the grammars then in vogue. It was at this stage of the process, and not a minute before, that I should have been thoroughly glad to learn the latest modern improvements in philology. That I have had a good deal to do with Latin and Greek (for an amateur) since, has been the fortune, and to

a large degree the pleasure, of my life. That I have had as little difficulty as I have in taking these literatures 'broadside-on,' in spite of the lack of early drill, I think is in great measure due to that lack of early drill. For one thing, I could never have *begun* to do it, if it had not been for the relief afforded by my accented *cùm*'s, *quòds*, *quàms*, my digraph *œ*'s and *æ*'s, and my circumflexed ablatives in *â*. What do I care how long the circumflex has been in this use? It is a very good use. It is one of the 'modern improvements' worth having. What do I care how soon a Dutchman was good enough to give us the letter *J*? I find the use of it every time I write my own name, and so does Mr. Tetlow.

"I hope I have sufficiently explained, if I have not fully justified, the different point of view that I have taken from that of some of the best friends I have in the world, who are classical teachers after the modern method. I do not know so high a gain to be had from the study of Latin, or anything that goes so far to justify it for a school study at all, as to be in some measure *at home* in the thought and language of the classics, as we call them. I am sure that a good school can very much shorten and simplify the process which I had to pick my way in after a fashion of my own. If the 'quantitative pronunciation' is really a help and a pleasure, I have not the least possible objection; that is certainly one way of getting into the spirit of the tongue. But, as I said before, there are something like half a million of us whose feelings ought to be respected in the current pronunciation of *vice versâ* and *e pluribus unum*. We ought to concede, on both sides, that in such things it is

not a question of 'right' and 'wrong,' but of good sense and propriety in dealing with an established usage. Unless we are going to make a bonfire of our libraries, and print all our Latin books over again in the 'improved' spelling, which is so much harder to read, it seems to me best to quiddle with these pettifoggeries as little as we can, and go for the practical uses of our learning. J. H. ALLEN.

"P. S.—I was much pleased, as you may suppose, to find nearly all my points made, a good deal better than I thought of doing, by Professor Goldwin Smith, the scholarly and able editor (as I understand) of that capital chronicle, 'The Bystander,' of Toronto."

379. We shall attempt no synopsis of these articles. Note these points: 1. Mr. Allen is an accurate scholar and an author of high standing in both Europe and America, and the first to employ the phrase "Roman method." 2. He expresses his skepticism touching the so-called Roman mode in unequivocal language, and frankly says that he doubts whether we are likely to come any nearer the true ancient mode "than what would make our reading of Latin a barbarous and painful travesty to a Roman ear—something like the average grammar-school French to a Parisian." 3. These discussions, from scholars who have been classed on the same side, fix vivid and, we may say, painful attention on the differences of opinion existing to this hour in regard to the so-called Latin method. 4. Professor Tetlow's anxiety in the matter shows that we have not overestimated Mr. Allen's influence.

380. "UNIVERSITY OF THE STATE OF MISSOURI,
COLUMBIA, MISSOURI, *April 13, 1878.*

"PROFESSOR FISHER: *My dear Sir*—I have read your pamphlet (first edition) on Latin pronunciation, which you were kind enough to hand me a few days since, and feel constrained to make a formal and explicit acknowledgment of my obligations to you for it.

381. "The so-called Roman method has been invented or discovered, and I have not exactly known which, since my academic undergraduate days, wherein it was my fortune to be pretty thoroughly drilled in the English method of Andrews and Stoddard's grammar and course. My attention has been drawn to it at different times, but mine has been the humble position of awaiting results with a mind willing to accept whatever was sustained by the best evidence adduced by specialists. A distinguished gentleman of my acquaintance was once asked by the advocates of the Harmonial Philosophy of the Andrew Jackson Davis school, to aid them in settling their system, as he had had occasion to point out some very serious objections to it. He answered them, that he had not time for that, but that, if they would fix it up and bring it to him, he would tell them what he thought of it. It seems to me that you have given such a fair, concise, and complete exhibit of the case by way of statement, explanation, refutation, and argument, that even a layman may venture to arise from the perusal of your pamphlet with a pretty decided, because intelligent, opinion that the pretensions of the novel method 'rest on an unsettled and inadequate foundation' (p. 11), and still further and positively,

as you express it on page 23, that 'for English-speaking people the English pronunciation is the best.'

382. "The general discussion of this vexed question, as some have chosen to call it, is plainly in the interest of clean and accurate scholarship. It has been the vice of too many of our schools to train their Latin pupils in no method of pronunciation whatever, whereas it is, doubtless, better to teach them even the least accredited method, which is the Roman, than none at all.

383. "I will venture to express the opinion that professors are not at liberty to teach their unrecognized individualisms as part of a system. Those youths are exceedingly unfortunate who are made the subjects of class-room experimentation, in the interest of empirical novelties. Individual opinions are not properly taught as a part of science; for when they become a part of science by virtue of the recognition of the great body of specialists or experts, then they cease to be individualisms. The classics are entitled to equal protection against empiricists. Is it not true that the indeterminate and tentative element is in the so-called Roman, in excess of every other method? This is fatal to a preference for it.

384. "A man may with amiability acquire the novel nomenclature of the new chemistry, but it is difficult to recover from the impression that *Keer-koom-yah-kay-o* may be the war-whoop of the Modoc Indians, as Shack-Nasty-Jim or some other savage leads them forth from their lava-beds, and to settle down composedly in the acceptance of this as the resurrected and veritable pronunciation in English which, though hitherto undiscovered, has all the while

lain close around the plain and harmless Latin word *circumjaceo*, pages 24, 26, 27. But my sheet is full.

"Very truly, S. S. LAWS."

Of the many reviews of the second edition, we give only the following:

385. "THE THREE PRONUNCIATIONS OF LATIN. By Professor Fisher, of the University of the State of Missouri. New England Publishing Company, 1879. Second edition.

"Professor Fisher's book is both timely and valuable, and is an important contribution to the current discussion of Latin pronunciation. It presents in compact form the arguments against the so-called Roman method of pronunciation, and those in favor of the English. The issue of a second edition shows the general interest in the subject. Every practical discussion, at the present time, of the pronunciation of Latin has to deal with two questions: first, has the true pronunciation been discovered? or, second, is it desirable for the English-speaking people to change from the English method? Both of these questions Professor Fisher answers in the negative, and in our judgment satisfactorily.

"The true Roman pronunciation was confessedly lost. As Mr. Roby, the ablest defender of the 'reformed' system, says, it 'has not been uttered by any accredited representative within the last seventeen hundred years.' Every one who has taught or studied a foreign language, or ever paid careful attention to his own, knows how difficult it is to gain a correct pronunciation. Even with a teacher, what almost endless repetitions are needed to impress upon a learn-

er's ear a strange sound or intonation! The only possible way of acquiring an accurate pronunciation is by constant communication with those who naturally employ it.

"But a second difficulty of learning pronunciation from books is in the books themselves. It is impossible accurately to describe sounds. The application of this to the 'Roman' method is plain. If there is such difficulty in pronouncing a foreign yet living language, how much greater will be the difficulty of pronouncing one of which the sounds, for 'seventeen hundred years,' have fallen from no human tongue!

"To the difficulty of reviving the ancient pronunciation of Latin from books is added the second, which Professor Fisher strongly urges, that there are no books. There is no extant Roman manual of pronunciation. The other bases of support are the comparison of the Latin with the Greek, and the 'traditions of scholars and the modern Romanic languages.' But we must remember that the old Greek pronunciation is lost.

"The third point made against the new method is the disagreement of its defenders. They claim to have discovered the old pronunciation, a true phonetic system, but when we examine the claim we find that not only do many of them introduce a sound which many of the Continental nations of Europe can not make, but there are many important variations in their explanations. This disagreement among the advocates of the new system is so far from being strange, considering the data upon which they proceed, that it would be strange if it did not appear.

"The second and more important question, of the use of the English pronunciation, we shall briefly touch upon. The number of students who pursue philology with any degree of persistence is as nothing compared with the great number studying Latin. Those who do turn in that direction can acquire, with little difficulty, that pronunciation, as they need it.

"Again, the adoption of the new system, Professor Fisher urges, would be to English-speaking students a positive hindrance in the study of Latin. Of all languages the Latin needs the most aid to its acquisition. It is a difficult language to learn. Its fundamental conceptions and general structure are so different from the English that they are gained only with arduous toil. The change from the abstract and picturesque English mode of thinking to the straightforward and concrete Latin is a constant stumbling-block in the way of students. The ill-success of the prolonged study of Latin in our schools and colleges, in giving command of the language, when compared with the results of other studies, plainly indicates this, though undoubtedly the failure is due in no small degree to faulty methods of instruction. One thing, however, is certainly evident—that it will not do to put any more weight upon the study of Latin than is absolutely essential. Such a weight is the Roman pronunciation. The testimonies on this point, which Professor Fisher has received from England, are especially pertinent. Says Mr. Hornby, of Eton College, 'The introduction of the new pronunciation would add to the difficulties of the early stages in teaching Latin'; and Mr. Scott, of St. Peter's

College, says, 'We have found the waste of time involved in correcting mispronunciation to be fatal.'

"But the injury to English is still greater. Every one knows that a large part of the words in common use are derivatives from the Latin. For example, who would recognize in the English *invincible* the *een-ween-kee-bee-lees* of the new Roman? But more than this, the pronunciation of that great army of students, who take up the study of Latin at the most formative period of life, will insensibly, but none the less surely, be affected by their study.

"We hope that this book will be read by all who are interested in the pronunciation of Latin, by those who have not time or opportunity to follow the minutiæ of the discussion in other places, and especially by those who, hoping to be in the fashion, and thinking that strangeness of sound is an evidence of scholarship, have adopted a system of pronunciation which they have not dared to use in public, and for which they can command scarcely a single reason." ("New York School Journal, October 4, 1879.)

The Chicago "Inter-Ocean," after a lengthy synopsis of the work, says (October 4, 1879):

386. "THE THREE PRONUNCIATIONS OF LATIN.—Formerly there were but two methods of pronouncing Latin taught and practiced—in the United States—the English and the so-called Continental. It was bad enough to have the confusion and discouragements incident to this disagreement among the instructors of our various preparatory schools and colleges. But, since about the middle of this century, the confusion complained of has been worse confounded by the introduction into about one third of American colleges of what is called the 'Roman method.' This method claims to be nothing less than the genuine Latin method—the pronunciation of the days of Virgil and Cicero restored. The array of English and American Latin scholars who are enlisted in support of these claims is really quite formidable. The Roman method is the accepted pronunciation in several of our strongest colleges and universities. For a time it seemed as though it would displace both the other methods in all of our best institutions of learning. Of late, however, there is a strong reaction. The exalted pretensions of the new method have been challenged by many of the first scholars of Europe and America, and have met with a resistance far more serious than any offered in the earlier periods of its progress. Among the champions of the English, and the sternest, most effective of the resistants of the Roman method, is Professor M. M. Fisher, of the University of Missouri. His short, positive treatise on 'The Pronunciations of Latin,' published by the New England Publishing Company, of Boston, presents the claims of, and the objections to, the Continental and Roman methods, and defends the use of the English pronunciation with a scholarly spirit and ability that command the respect of his opponents and the admiration of his own party.

"Since this book was published, he has come out in answer to the charge of the new 'Romans,' that the 'English' leaders are defeated—that their standard-bearers are demoralized—by referring to the present attitude of Professor Mayer, of Cambridge, and ex-Professor Palmer, of Oxford, England, 'two of the most renowned leaders in reforming Latin pronuncia-

tion in the world,' and repeating the following letter from the latter :

"'OXFORD, ENGLAND, *September 3, 1877.*

"'DEAR SIR : I am ashamed to see that your letter of the 25th of June, in this year, has been so long unanswered. I have really nothing to add to my letter of 1876. The subject of Latin pronunciation has attracted little attention in England during the past two years. The old or English method still reigns unquestioned at the universities, nor am I aware that the schools have shown any increased disposition to attempt its reformation. I consider our enterprise a *coup manqué* (a failure).

"'I am, dear sir, yours very respectfully,

"'EDWIN PALMER,

"'*Ex-Professor of Latin in the University of Oxford.*

"'M. M. FISHER, *Professor of Latin, Missouri University, U. S. A.*'

"This letter, together with other evidences furnished, no doubt fully satisfies Professor Fisher that he is perfectly justified in his declarations, in the book before us, that 'the Roman method is practically dead in England,' and his further belief that a like doom awaits it in this country, notwithstanding that, according to the report of the Bureau of Education at Washington, seventy-two out of two hundred and thirty-seven colleges named used the new pronunciation."

The "New England Journal of Education," Boston, the only journal that received a medal at the Paris Exposition, thus speaks :

387. "The allusions made to this work several months ago, and the references that have been made to it by other papers, have awakened a very general interest and expectation respecting it among Latin teachers and students. Its title, 'The Three Pronunciations of Latin,' may lead to the impression that its design is merely to give an accurate and detailed statement of the rules that govern each system of pronunciation, with the reasons for its adoption, which are advanced by its adherents. But, instead of this, we have in the work a most elaborate and scholarly argument in favor of the retention of the English method of pronunciation, in preference to either the so-called Continental method or the Roman. In this argument the author will gain for himself great credit, both by the industry and patience manifested, and the profound learning displayed. The literature of the subject is varied and extensive, and has been well utilized to serve his purpose. It is not very likely that many who have adopted either of the new methods of pronunciation will be influenced by this work to renounce the new way and go back to the old, but will greatly strengthen the resolution of those who have persistently adhered to the English method. They will be prompted to say to their classes, as Dr. Oliver Wendell Holmes said to his last class at the Harvard Medical College, 'Gentlemen, in using Latin words, I shall follow the old English method of pronunciation.' The work will elicit much criticism, and thereby great good will be accomplished in the more intelligible views that will be gained of this somewhat perplexing subject. By far the larger portion of the work is devoted to objections to the Roman method. The Continental method is disposed of in the first

sixteen pages, but the discussion of objections to the Roman method occupies nearly one hundred pages, while the positive arguments in favor of the English method occupy only the last forty pages. The length of the discussion respecting the Roman system was demanded by the candor shown in answering some of the arguments which have been advanced in favor of that system, and especially those lately published in this paper."

388. "ST. STEPHEN'S COLLEGE, ANNANDALE, NEW YORK, *October 8, 1879.*

"MY DEAR SIR: I saw your book on the 'Three Pronunciations of Latin' noticed in a New York paper. As it seemed to contain some things which I had often expressed, I sent for it. I take the liberty of writing to you, after having read it, to express the pleasure which it gave me. I entirely agree with it. The views you express seem to me to be the right views, and those which must eventually prevail. It is a view which accords with what I take to be genuine common sense. If we study Latin, it ought to be to improve our English, to enable us to speak and write our language with more correctness. There is a vigor and strength to our language, from which a Continental mode of pronunciation must detract, or the so-called Roman mode. I confess that I have little patience with the latter, for it has, as you have shown, a very poor foundation to stand on. The Professor of Latin in this college wishes me to say that he also thoroughly agrees with your views, and is circulating your book among his friends. With the hope that your book may receive the circulation

which I think it so well deserves, I am very respectfully yours, R. B. FAIRBAIRN.

"PROFESSOR M. M. FISHER."

389. "MIDDLETOWN, CONNECTICUT, *November 20, 1879.*

"MY DEAR SIR: I am a total stranger to you, but take the liberty of a brother professor to offer you my best thanks for your capital book on the pronunciations of Latin. A friend loaned it to me a few days ago, and it has afforded me classical entertainment of the highest grade.

"My judgment about the proper pronunciation of Latin would, doubtless, be turned off by some with a sneer. I am an old man, and was taught in the old-fashioned way; and so, of course, our *novi homines* would say my opinion was mere prejudice. But one thing I am fully persuaded of, and that is, that our would-be classical reformers will not only murder Latin, but slaughter English into the bargain. I am rejoiced that you maintain your ground so manfully, and wish you all honor and ample success.

"With high respect, your obedient servant,

"T. W. COIT,

"*Professor of Church History in the Berkeley Divinity School, Middletown, Connecticut.*

"P. S.—I told one of my pupils, the other day, that if a pupil were to insult me with his *skee-ray-fakiahs* dialect, I would drive him out of the room, with a whip of small cords, if I could lay my hands on one. T. W. COIT.

"TO M. M. FISHER, Esq.,

"*Professor of Latin in the University of Missouri.*"

390. "TRIBUNE BUILDING, CHICAGO, *August 20, 1879.*

"DEAR SIR: I desire to express my earnest thanks for the service you are rendering the cause of education by withstanding the current that threatens to introduce confusion in the pronunciation of Latin. The so-called Roman method meets with very little favor outside of the colleges and preparatory schools, and, from present indications, there is very little probability that it can gain general favor, even with these institutions. The inevitable result of pressing this method will be to introduce such confusion and obscurity that ordinary scholars will not even recognize many of the most common Latin words in their utterance. In our Chicago high-schools we have more than four hundred pupils studying Latin, and not one in four of them will ever enter college. Shall the three hundred be compelled to learn the Roman method? And if not, shall the other hundred be ever after separated from them as a special *caste* in literary society? You are entitled to the thanks of all classes for your candid and exhaustive discussion of the whole subject. Yours truly, W. H. WELLS.

"PROFESSOR M. M. FISHER,
"*University of Missouri, Columbia, Missouri.*"

391. "HAMILTON COLLEGE, CLINTON, ONEIDA COUNTY, NEW YORK, *November 25, 1880.*

"DEAR SIR: Will you allow me to thank you for the satisfaction which your 'Three Pronunciations of Latin' has afforded me? Such a work was sadly needed, and I think it has come at the right time. My impression is, that it has caught the 'Latin Pronunciation' on the *down-grade*, and has given it a

blow which I sincerely hope will *help* to send it to perdition. Macaulay said that he learned German under the pressure of a kind of presentiment that 'the final cause of his existence, the end for which he was sent into this vale of tears, was to make game of certain Germans.' I am glad that you have found a similar mission in making game of the 'Roman system of pronunciation.' Your book gave me all the more pleasure because I was myself at work, in a much more limited way, in showing the incompleteness of the scheme of the reformers and the contradictions between them, at the time when I heard of and sent for your book. So long as the guide-boards of reform all point in different directions, sensible travelers will merely stand still and wait for further directions. Will you pardon the length and freedom of this letter? Though a stranger to you, I could not refrain from expressing my interest in your book, and my satisfaction at seeing so good a drubbing administered to the reformers.

"Very respectfully yours,
"A. G. HOPKINS,
"*Professor of Latin, etc., Hamilton College.*

"PROFESSOR M. M. FISHER."

392. "The enlarged edition of Fisher's 'Three Pronunciations of Latin,' recently published, is a book that every classical scholar will desire to read. It contains a full and clear statement of the different views entertained upon this subject, and ably defends the old English pronunciation, which is still the prevailing method in the best classical schools in this country. The book is published in an attractive form

by the New England Publishing Company, Boston, Massachusetts. HIRAM ORCUTT,

"Tilden Ladies' Seminary, West Lebanon, New Hampshire."

393. Relative to the intimation in some quarters that, in dealing with this question, I have acted the part of an advocate, and not that of a judge, I have this to say: This allegation might be true, if the case of my opponents has not been dealt with fairly and justly; or if, on the other hand, the arguments on the English side have been pressed too strongly, so as to make the weaker appear the stronger side. But neither of these alternatives is true. The case has been treated judicially; all sides have received a candid hearing, and the issue has been made to rest on the genuine merits of all concerned.

394. The appearance of acting the advocate has been forced (if there be such appearance) by the noteworthy fact that the reformers, from the start, raised the black flag, and gave no quarter to the English ranks. The onset has been as merciless as the swoop of an eagle on its prey. In other words, the procedure has been such as to allow no case at all to English Latinists. An examination of the preceding pages will make it manifest, not only that there is a *case*, but that, both *de jure* and *de facto*, that case is founded on a rock.

395. That the case has been candidly and fairly put, and that the position occupied by the English is invincible, may be seen from the reviews and opinions of teachers and scholars of great learning in all parts of our country. Some of these have just been given.

CONCLUSION.

IN closing this work, there are several points to which careful attention is asked:

396. 1. We do not know the true ancient pronunciation of the Romans. This becomes perfectly obvious by reading the opinions of Roman Latinists, as given in Chapter VI.

2. It does not seem desirable to adopt a system which is largely conventional, and in which the want of harmony is so great that it casts a shadow over the evidence on which the method reposes, and makes uniformity in the class-room impossible. In other words, the system, as now offered to American scholars (and it is used nowhere else), is, to a considerable extent, to say the very least, conventional; and, in this respect, does not differ from the English, and the many phases of the so-called Continental. If the so-called Roman is not the *true ancient mode*—if it is, as now presented to scholars, *conventional*, and the result of *compromise*, in the case of some letters—can it consistently demand recognition at the hands of Latin instructors? Are we justifiable in using a mode that may be but a mockery of ancient speech?

397. 3. No one claims that the English is the ancient pronunciation of Latin. Such a claim would be absurd. The position taken is this: Even if the so-called Roman were the *true ancient mode*, instead of being *conventional*, even then the belief is honestly entertained that the Old English is the best for English-speaking people.

398. 4. We have been called "obstructionists" by some who favor the so-called Latin mode. If the

meaning is, that the English mode has obstructed English scholarship, then we enter an emphatic demurrer. What has been done *by the English tongue*, and *in the English tongue*, in the past three hundred years? Look at Oxford and Cambridge, which have stood, like twin peaks of the English Parnassus, for nearly a thousand years, and have girdled the earth with the strength, beauty, glory, and power of the English language. Look, too, at Rugby, Eton, Harrow, St. Peter's, and Shrewsbury—grand old training-schools for the giants! Let it not be forgotten either that the glory of Harvard and Yale was won when the English prevailed, and before Greek, in the estimation of some of our scholars, became a "college fetich."

399. If, by "obstructionists," it be meant that we oppose the advancement of truth, then again we enter modestly a more decided demurrer still. Whenever the able scholars on the Roman side will say that they have found the real pronunciation of the ancient Romans, then, it may be, we shall plead guilty to the charge. But, do they claim to know the *truth—the whole truth?* Nobody puts forward such claim. The "golden age" of truth in the phonetic mode is still to come? Will it come? Perhaps so. Until the truth is revealed, the charge of "obstructionist" is without foundation.

400. 5. The classes in the University of Missouri, before graduation, receive the most careful training in the so-called Roman mode. The scheme adopted is found in the first chapter of this work. This remark will answer the question of those who desire to know the form of the phonetic mode which the writer gives to his classes. This discussion may appear to

have been conducted in a manner more controversial than judicial; and yet it is but just to say that there is not the least disposition to ostracize any one on account of his chosen system of pronunciation. Scholarship does not depend on a man's phonetics. The writer is quite as familiar with the phonetic method as with the English. It is scholarly to use either the English, or the so-called Continental, or the so-called Latin.

401. 6. The Episcopal institutions, as might be expected, all use the English. The Catholic institutions all use some phase of the Continental. This depends in many cases on the nationality of the teachers.

402. 7. It is claimed for the phonetic mode that it makes the student familiar with vowel-sounds that render much aid in learning the modern Romanic tongues, and also in comparative philology. But this familiarity with vowel-sounds can be quickly learned by any student when occasion demands it, without adopting strange sounds for the whole Latin language, and, at the same time, sacrificing English scholarship. Keep a pronunciation that enables *the ear* to *hear* and *the eye* to *see* at once the derivation of our words. The remark as to the *eye* has a marked significancy, when the purposes of the *Spelling-Reform Association* are considered. This Association and the phonetic mode in Latin are allies (sections 320–324, 328).

403. 8. English Latinists are not opposed to a reform in our spelling, whenever changes can be made judiciously, and in consistency with the well-established claims and rights of etymology. Careful, slow,

and painstaking alterations in our orthography are one thing; an utter *revolution* is quite another thing. All proper reform in English orthography can be accomplished without a revolution in Latin orthography and Latin pronunciation. But, on this head, read the sixth reason for the English mode. English Latinists (Oxford and Cambridge included) are somewhat in the way of those who are ultra in their ideas of the *spelling-reform*.

APPENDIX.

PRONUNCIATION AT HARVARD.

"THE LIBERAL EDUCATION OF THE FUTURE.

"THE magazines and newspapers have lately contained some discussions of the nature and value of a liberal education; but no abstract discussion could present the position of this question in so strong a light as does the little announcement sent out by Harvard College, containing a list of the Freshman studies at Cambridge for the coming year. The prescribed studies are the following: Rhetoric and English composition, German or French, physics, and chemistry. Twenty years ago, the bulk of these (if not all of them) were not studied at Harvard in the first year of the course. In the list of electives, on the other hand, the first three studies are Latin, Greek, and mathematics. It appears, therefore, that the studies which formed the corner-stone of the Harvard education of twenty years since have become optional, and the circular appears to bear no other interpretation than that hereafter the Harvard diploma will not imply the possession of any more Latin, Greek, or mathematics than is now required for entrance to the Freshman class. They are still required

studies for admission; but after admission they need not be pursued at all. This is the most momentous change in education which has taken place in recent years, and marks the formal and final abandonment by one of the leading American universities of traditions handed down from father to son for four hundred years. President Eliot has recently contributed an article to the 'Century' on the subject of liberal education, in which he shows how the standard has changed from period to period; but none of the changes in standards which he mentions are so serious as that which he himself has introduced; for ever since the revival of learning in Western Europe, and in this country since its settlement, the hallmark of a liberal education has been in one sense the same; it has always implied a certain familiarity with the same branches of learning. A man graduated at Harvard or Yale or Oxford or Cambridge in the latter half of this century would undoubtedly, as President Eliot says, study many things that Erasmus and Bacon, or even Milton and Gibbon, would not have studied, and would follow new methods of study in the old branches of learning; but could he meet Erasmus, or Bacon, or Milton, or Gibbon, he would meet them, in a certain sense, on common ground. He might know vastly more about the universe than they did; his whole conception of life and philosophy might be clearer, but he would be able to bear with them, and endure and even enjoy their society, because the basis of his training would have been the same. He would have conned the very same propositions in some American Euclid which they had bothered over in the original; he would have the

same familiarity with Cæsar's bridge-building on the Rhine—and, we may add, the same want of familiarity with the great engineering feats of modern times; he would know the same old stories of Plutarch's men, and how the geese saved the Capitol, and the opinion of Pythagoras about wild fowl, and the fall of Troy, and the wanderings of Ulysses, and the whole story of Greece and Rome, and the mighty lessons which they taught the world; and much more useful and also useless knowledge. He would up to a certain point have spoken the same language with them, had the same thoughts, looked at the world through the same eyes.

"Now, if the changes adopted at Harvard are to become general, it looks as if the traditional freemasonry of a liberal education would soon be a thing of the past. Under this new system the diploma granted by a college will not enable us to know what learning a man possesses. A Harvard graduate may have devoted himself to Greek, Latin, and mathematics during most of his course, or he may have devoted his time mainly to the natural sciences, or to a *mêlange* of learning consisting simply of the optional studies known among undergraduates as 'soft'—i. e., those in which examinations from one cause or another can be passed most easily. The grant of the diploma by the college will signify not the possession by all its holders of a common fund of knowledge which is recognized by the educated world as constituting a liberal education, but the possession by each man of something which the college warrants as a liberal education, the nature of which, however, is left indeterminate and fluctuating. It is easy to see that the

new system will be likely to produce consequences shocking to conservatives. Mr. C. F. Adams, Jr., in his address on Greek, seemed to think that he disposed of the whole matter by inquiring of what 'use' Greek was to anybody. But this, if we are not mistaken, is rather an appeal to the prejudices of a very practical-minded country than an argument properly speaking. A liberal education has never been limited to studies which can be shown to be of direct utility to the wants of mankind. In fact, the object of a liberal education is something different from this. A man may go through life perfectly well, and even make a large fortune in dry-goods or stocks, without knowing what an isosceles triangle is, or who Plato was; and it would be very difficult to show the 'use' of a knowledge of Plato's dogmas as you can show the use of Kent's 'Commentaries' to a lawyer, or a knowledge of mechanics or chemistry to an inventor. It has always been assumed that knowledge is, like virtue, an end in itself, which proves its value to its possessor. If every branch of learning were to be made to prove its utility by an appeal to what it 'does for a man' in practical life, we fear that little would be left of liberal education. Mr. Adams may be quite right in his hostility to Greek; but it is only fair to point out that the experiment which Harvard has entered upon is a momentous one, and involves the consequence which we have endeavored to suggest here, but which seems to have escaped attention elsewhere—that in future the degree of the college which adopts the new system to its full extent will indicate nothing very definite as to what its possessor knows. It marks and signalizes the termination of an ancient

bond of union among liberally educated men. Hereafter a liberally educated man may know who Solon was, and never have heard of Turgot or Ricardo; or he may be deeply versed in economical lore, but stare if you allude to Alcibiades or the Sicilian Expedition."—*The Nation, June 26, 1884.*

The quotation just made calls up thoughts ominous of evil, and such as must fill the mind of every lover of classic learning with some degree of sadness. For nearly two hundred and fifty years Harvard has stood as a kind of Mecca of American scholarship, a spot to which eight generations have turned for whatever was intellectually highest and best in the Western Continent. Has not the recent action of this renowned seat of learning written "Ichabod" over its portals as far as the classic tongues are concerned? Is not this the logical and inevitable tendency of recent events? Hereafter Latin and Greek are optional in the halls where they have always been required, and where, too, they have done much to make Harvard what it has been to all Americans.

What is to be the effect on Harvard's scholarship? What is now to be the influence of this oldest of American institutions on other schools as to the Latin and Greek? Are Latin and Greek to become college fetiches? We can hardly entertain any other thought than that this step will be well-nigh universally regretted. We shall see. Be the result what it may, we are concerned here with the practical question, What influence, as things now stand, should Harvard have in shaping the pronunciation of Latin in America? If Latin is to be an optional study, then its professors would hardly expect to control the pronun-

ciation of those who may seek hereafter to enter its classes.

Why should fitting schools adopt the so-called Roman mode to be like Harvard, when perhaps the student will never have a recitation in Latin during his whole course after entering the university? Harvard's influence in controlling Latin pronunciation can be no longer brought forward by reformers as a reason why others should use the new mode. Again, those schools that prepare students for Harvard can readily see that there is no reason for changing their present mode, no reason for sacrificing the rich results of the old English method, no reason for wasting time in preparing students, as far as pronunciation is concerned, for a university where Latin has been laid on the shelf as a requirement. The time has come when preparatory schools should control Harvard in the method of pronouncing Latin. They owe this to themselves, to genuine English scholarship, to the influence they deservedly have upon the educational interests of our country. Shall Phillips Academy, crowned with the rich successes of a hundred and six years, be expected to adopt the Roman method because Harvard does it, when Harvard has no Latin required? As in the past, as at present, so we predict in the future this famous school will cling, "in the eternal fitness of things," to the English. So will other academies. Whatever achievements Harvard may make in the future (and may they be many and great!), the august Latin and Greek of the past must inevitably become but an *imago jocosa* in the halls of America's oldest university. The fears of scholars to-day are sadly in this direction.

An intimation has been given in the body of this work that statistics might be expected in the Appendix, showing the usage of the universities and colleges in our country at the present moment. Reports from all are not at hand, and are not easily obtained. Reference may be made to the chapter on statistics, which is approximately correct. This matter of statistics, however, is merely incidental, and does not at all touch the merits of the question at issue. Advices to date (January, 1885) from England indicate what is substantially a universal return to the Old English. But few of the schools of England ever tried the Roman mode. America is the only place where it has gained a footing in the schools.

THE END.

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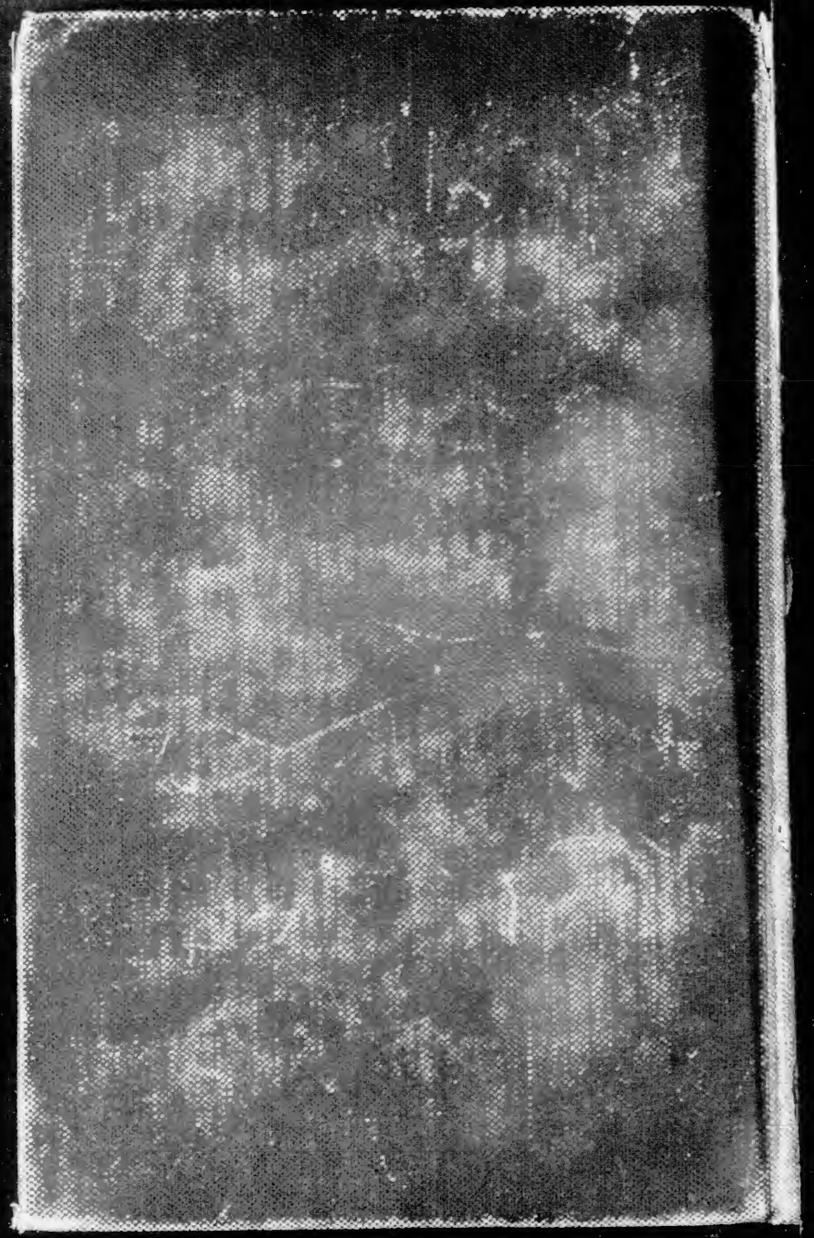
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